ED 431 072 AA 001 310

Resources in Education (RIE). Volume 34, Number 11.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 99
LANGUAGE- English
EDRS Price- MF03 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reference Materials - Bibliographies (131),Collected Works - Serials (022)
DESCRIPTORS- *Abstracts; Catalogs; Education; *Educational Resources; *Indexes; Resource Materials
IDENTIFIERS- *Resources in Education

Resources in Education (RIE) is a monthly abstract journal that announces (catalogs, indexes, abstracts) documents of interest to the educational community (including researchers, teachers, students, school board members, school administrators, counselors, parents, etc.). Each issue announces approximately 1,100 documents and provides indexes by Subject, Personal Author, Institution, Publication Type, and ERIC Clearinghouse Number. This special Computer Output Microfiche (COM) edition is prepared directly from the ERIC database prior to publication of the printed journal and therefore is lacking the cover and other regular introductory and advertising matter contained in the printed journal. The COM edition contains all five of the indexes in the printed edition. The first accession in each issue of RIE is the issue itself. In this way, the monthly microfiche collection for each issue is immediately preceded by a microfiche index to that collection. This practice began with the RIE issue for May 1979. (CRW/WTB)

ED 431 073 CE 078 608

Dillon, Patrick; Tearle, Penni
Ensuring Effectiveness of ICT Training. Report and Evaluation 1999.
PUB DATE- 99
NOTE- 19p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adult Education; *Communications; Computer Assisted Instruction; *Computer Software Evaluation; Foreign Countries; *Information Technology; *Job Training; Material Development; *Optical Data Disks; Program Effectiveness; Staff Development; Vocational Education

A project developed a resource to inform and support the information and communications technology (ICT) training process. Its target audience were directors of small and medium-sized enterprises and those responsible for developing ICT use within a company or for managing staff training. The project gathered information from previous experience, a literature review, and reports; developed the resource on CD-ROM and produced a version to pilot; and piloted with business users and evaluated outcomes. The resource was organized into 10 interrelated sections. Each section was introduced by an audio commentary and had subsections consisting of one or more text screens. The sections were introduction, planning, evaluation, modes of delivery, six case studies, summary, needs analysis, change in practice, glossary, and references. Data for evaluation of the pilot CD-ROM were completed questionnaires from 19 business users. Eighteen described their use of ICT in

ED 431 091 CE 078 743

Gerver, Elisabeth, Ed.
Continuing Education in the Research Assessment Exercise 1996: Problems and Prospects for Strategic Development. Proceedings of the UACE Seminar in the Joint SCUTREA/SRHE/UACE Research Seminar Series (London, England, March 25, 1997). Occasional Paper No. 21.
PUB DATE- 97
NOTE- 70p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Adult Education; *Continuing Education; *Educational Research; Foreign Countries; Higher Education; *Lifelong Learning; Peer Evaluation; Research Needs; Research Problems; *Research Utilization; Strategic Planning; Theory Practice Relationship
IDENTIFIERS- *Research Quality; *United Kingdom

This document contains 10 papers from the research assessment exercise (RAE) that four organizations concerned with continuing education in the United Kingdom conducted to evaluate the quality and impact of research on continuing education in 1996. (The organizations were as follows: Standing Conference on University Teaching and Research in the Education of Adults SCUTREA , Society for Research in Higher Education SRHE , Universities Association for Continuing Education UACE , and Forum for the Advancement of Continuing Education FACE .) The following papers are included: "Introduction" (Elisabeth Gerver); "Reflections on Research Assessment" (Tony Edwards); "From Uneasy Bedfellows to Willing Partners: Continuing Education in the Research Assessment Exercises 1992-96" (Elisabeth Gerver); "Research Output and Research Cultures: Issues of Assessment and Value" (John Field); "Is Research Quality Measurable? Reflections on the Implications of the Research Assessment for Continuing Education" (Maria Slowey); "Lessons to Be Learned and Implications for Future Strategies: Report from the Group Led by Pat Davies" (Paul Armstrong); "Lessons to Be Learned and Implications for Future Strategies: Report from the Group Led by Alex Withnall" (Gareth Parry); "Lessons to Be Learned and Implications for Future Strategies: Report from the Group Led by Roger Fieldhouse" (Julia Preece); "Lessons to Be Learned and Implications for Future Strategies: Report from the Group Led by Miriam Zukas" (Alistair Thomson); and "Conclusion" (David Watson). Appended are the following: seminar program; education panel report on the 1996 RAE; experience of the subpanel on continuing education during the 1996 RAE; assessment criteria and working methods of the education panel; outcome of the 1996 RAE; and list of assessment panel members. (MN)

ED 431 092 CE 078 744

Reading the Dearing Report. Papers Arising from UACE Seminar Held at the University of York (York, England, September 15, 1997). Occasional Paper No. 22.
PUB DATE- 97
NOTE- 37p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- *Continuing Education; Educational Change; *Educational Policy; Foreign Countries; *Lifelong Learning;

ED 431 110 CE 078 783

Anderson, Marcia A.; Wiggs, Linda
Educational Needs of 21st Century Office Professionals.
PUB DATE- 99
NOTE- 9p.; Paper presented at the Annual Meeting of the American Educational Research Association (Montreal, Quebec, Canada, April 19-23, 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Degrees (Academic); Education Work Relationship; *Educational Needs; Employment Qualifications; *Futures (of Society); Higher Education; *Office Occupations; *Office Occupations Education; *Secretaries

A research study was conducted to identify the future educational needs of office professionals, including the educational levels, resources, and core business courses that will be required for them to qualify for and maintain their positions. A survey, developed with the help of a focus group and pilot tested for reliability, was mailed to 1,000 randomly selected members of Professional Secretaries International. Findings drawn from 302 usable returned questionnaires showed the following: (1) the largest number of respondents were between 41-50 years of age; (2) about half the respondents made more than $30,000 per year; (3) respondents had an overall average of more than 16 years' experience in office positions, but more than half of respondents had been in their current positions for 5 years or less; (4) approximately 40 percent of respondents had completed a four-year college degree; (5) respondents believed that a two-year community college degree is the minimum educational preparation employees need to get jobs and to be promoted and that four-year degrees merit the highest salaries and greatest potential for promotion in their companies; (6) a majority of respondents believed that professional workshops or seminars are the most beneficial resources office professionals have for maintaining qualifications for their positions; and (7) more than 80 percent listed typing, keyboarding, or computer software applications as the most beneficial courses they had taken, with business communications ranked next most important. The results of the study should provide guidance in preparing programs to assist office professionals. (Contains 15 references.) (KC)

ED 431 111 CE 078 786

Kemple, James J.; Poglinco, Susan M.; Snipes, ason C.
Career Academies: Building Career Awareness and Work-Based Learning Activities through Employer Partnerships.
PUB DATE- 99
NOTE- 141p.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Career Academies; *Career Awareness; Career Education; Case Studies; Education Work Relationship; Educational Practices; Employment Patterns; Enrollment; Grade 12; High Schools; Integrated Curriculum; Learning Activities; Longitudinal Studies; National Surveys; Outcomes of Education; *Partnerships in Education; Program Effectiveness; School Business Relationship; Student Employment; *Vocational

ED 431 129   CE 078 808

Smith, Peter J.; Smith, Swee Noi
The Internationalisation of Vocational Education and Training.
  Review of Research.
SPONS. AGENCY- Australian National Training Authority, Brisbane.
PUB DATE- 99
NOTE- 67p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Communications; *Cross Cultural Studies; Foreign
  Countries; *Global Approach; International Education;
  *International Educational Exchange; *International Trade;
  Labor Force Development; Postsecondary Education; Secondary
  Education; *Staff Development; *Vocational Education
IDENTIFIERS- *Australia

This report presents a review and analysis of research on the internationalization of vocational education and training (VET) and provides an assessment of other research that needs to be conducted in this area. Globalization is the integration of economies worldwide through trade, trade agreements, finance, information networks, and movement of people and knowledge between nations. Internationalization represents those same activities between two or more nations. Reasons for internationalization of VET include the following: VET institutions have had success in developing the inbound student market; VET has had success in offering offshore training and developing offshore campuses; each state in Australia has developed an international marketing function for VET; and clear international commercial opportunities for VET exist. Internationalization is also about ensuring that Australian VET students have the opportunity to learn and experience cross-national and cross-cultural understanding and skills to enable effective participation in an increasingly globalized world. Use of increasingly available modern interactive and noninteractive communications technologies to deliver VET services across distances and cultures is attractive. An understanding of cultural variation is important for effective business and training relationship development. Working successfully offshore requires establishment of relationships, considerable support from the home institution, and selection of appropriate personnel. Staff development requires understanding the culture to be visited and training in general cultural awareness. Internationalizing Australian VET campuses requires a whole-institution approach, enhanced student opportunity for international understanding and experience, and student support services. (Contains 120 references.) (YLB)

ED 431 130   CE 078 815

Hayman, Sarah, Comp.; MacKenzie, Jeanne, Comp.; Adams, Heather,
  Comp.; Harris, Lee-ann, Comp.
Vocational Education & Training Research Database, 1998.
PUB DATE- 98
NOTE- 617p.
LANGUAGE- English
EDRS Price- MF03 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Serials (022),Reference Materials -
  Bibliographies (131)
DESCRIPTORS- Access to Education; Adult Education;
  Apprenticeships; Clearinghouses; Disabilities; Disadvantaged;
  *Education Work Relationship; Educational Planning;

ED 431 146 CG 029 190

Rye, Donald R.; Sparks, Rozanne
Strengthening K-12 School Counseling Programs: A Support System Approach. Second Edition.
PUB DATE- 99
NOTE- 238p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Administrators; Class Activities; Counselor Training; *Curriculum Development; Educational Planning; Elementary Secondary Education; Guidance Programs; Needs Assessment; Program Evaluation; *School Counseling; Secondary Education

This book is designed to help school counselors, counselors in training, school administrators, and other members of the school community to develop and strengthen developmental school counseling programs. This second edition has been completely revised to reflect current issues in school planning and management. New features include: direction for developing the guidance and counseling curriculum guide, including many activities; ideas from practicing counselors; and an updated and expanded program evaluation discussion. Providing a step-by-step approach to planning and managing a comprehensive developmental counseling program, this book encourages school and community-based counseling teams to coordinate their efforts to design coherent, complementary programs rather than competing, fragmented ones. As with the previous edition, this book highlights sample needs surveys and evaluation instruments, and emphasizes building strong advisory teams. (Contains 52 references and an index.) (MKA)

ED 431 147 CG 029 194

Sweeney, Thomas J.
Adlerian Counseling: A Practitioner's Approach. Fourth Edition.
PUB DATE- 98
NOTE- 566p.
LANGUAGE- English
EDRS Price- MF02 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Counseling Objectives; *Counseling Techniques; Developmental Psychology; Educational Objectives; Family Counseling; *Group Counseling; *Individual Psychology; Interpersonal Competence; Life Satisfaction; Life Style; Self Actualization; Self Esteem; Social Differences; Well Being
IDENTIFIERS- *Adler (Alfred); *Adlerian Psychology; Couple Therapy; Dreikurs (Rudolf); Encouragement; Social Interest

Written with the practitioner in mind, this overview of the theory and practice of Alfred Adler's Individual Psychology explains the dimensions and uses of natural and logical consequences--the twin bases of Adlerian/Individual Psychology. The text takes a practical approach to the topic, and covers a variety of settings (school, home, community, business) and populations (children, adolescents, adults). While following the thinking of Alfred Adler and Rudolf Dreikurs, Sweeney incorporates research, methods, and techniques that expand upon Individual Psychology. This new edition also addresses

ED 431 165 CG 029 312

Kane, Jeanette; Hodges, Jilda; Srebro, Karen; Authier, Charlene; Chambliss, Catherine
Individualized Attempts To Reduce Cigarette Smoking among College Students.
PUB DATE- 99
NOTE- 18p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *College Students; Higher Education; Literature Reviews; Motivation; *Smoking; Student Behavior
IDENTIFIERS- *Smoking Cessation

An earlier study found it very difficult to attract large numbers of college-age smokers to a traditional counseling center based smoking cessation program, despite repeated efforts at advertising the availability of a free program. This study utilizes the program from the earlier study but tailors it more specifically to the needs of the target college age population. Weekly one-on-one intensive smoking cessation sessions replaced the original three one-hour sessions over a three-week period. Participants (N=13) were monitored through administration of logs which they maintained tracking their smoking behavior, and with regular telephone calls from the staff involved in the treatment program. The researchers also abandoned the group-administered smoking cessation program in favor of home-based individualized treatment methods to afford increased confidentiality and sustain students' motivation. Participants experienced significant reductions in their smoking, both during the scheduled and reduced phases of the treatment. This type of cessation program appears to be a promising way of addressing the needs of young adult and adult smokers, many of whom are reluctant to participate in large, group-format, counseling center-based programs. Discusses implication for future research. (Contains 2 tables and 34 references.) (MKA)

ED 431 166 CG 029 315

Miller-Tiedeman, Anna
Learning, Practicing, and Living the New Careering.
PUB DATE- 99
NOTE- 395p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Career Counseling; Career Development; Career Planning; Decision Making; Job Satisfaction; *Life Satisfaction; Models; Occupational Aspiration; *Quality of Working Life; Self Actualization; *Spirituality
IDENTIFIERS- Life Career Assessment

The classic career counseling models have focused primarily on practical and prescriptive methods aimed at occupation with little attention to the process nature of life, which is inclusive of work but not limited to it. The New Careering advocates a theory of life, not job, as career and focuses on the career theory of the individual by addressing logical, emotional, and spiritual aspects. A theoretical overview of conventional career counseling theories is presented and compared to the New Careering. This book does not dismiss

ED 431 186 CS 216 766

Takenishi, Michelle; Takenishi, Hal
Writing Pictures K-12: A Bridge to Writing Workshop. The Bill Harp Professional Teachers Library Series.
PUB DATE- 99
NOTE- 108p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Descriptive Writing; Elementary Secondary Education; Spelling; Writing Exercises; *Writing Instruction; Writing Processes; *Writing Skills

This book describes "Writing Pictures," a daily developmental writing exercise in which students visualize a moment in their life of their own choosing, sketch it quickly, and write four guided sentences in paragraph format about it. Beginning with level one, it takes students through the basic format, and, with time, students progress upward through level six. With each successive level, students are expected to write with more sophistication and attention to detail. Benefits of this approach are noted: teachers feel secure and confident; all students develop confidently at their own pace; grammar, language, vocabulary, and spelling skills are reinforced daily and weekly within their own writing; teachers understand how to get mini-lessons from the writings of their students; writing accountability and assessment are high since tests are given once a week; and connections to literature are made continuously. Appendixes contain 59 suggested mini-lesson ideas; a list of frequently misspelled words; a chart to help students learn past, present, and future tenses; skill folder charts; lists of descriptive words, prepositions, said verbs, and said verbs plus adverbs. (RS)

ED 431 187 CS 216 767

Rickards, Debbie; Cheek, Earl, Jr.
Designing Rubrics for K-6 Classroom Assessment. Bill Harp Professional Teachers Library Series.
PUB DATE- 99
NOTE- 113p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Administrator Role; *Classroom Techniques; Elementary Education; Parent Participation; Parent Teacher Cooperation; *Reading Achievement; Special Needs Students; *Student Evaluation; *Writing Evaluation
IDENTIFIERS- Authentic Assessment; *Scoring Rubrics

Following the journey of one elementary school as its teachers strived to provide appropriate and authentic learning activities for all students, this book explicates the development and use of rubrics and how they fit into an effective and authentic assessment program. After a preface, chapters are: (1) Introduction to Rubrics; (2) Developing and Using Rubrics; (3) Introducing Rubrics to Students; (4) Using Rubrics in Reading; (5) Using Rubrics in Writing; (6) Using Rubrics in the Content Areas; (7) Accommodating Students with

ED 431 209 EA 029 500

Lashway, Larry
Measuring Leadership: A Guide to Assessment for Development of School Executives.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 99
NOTE- 128p.; Foreword by Kenneth Leithwood.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Administrator Effectiveness; *Administrator Evaluation; Educational Administration; Elementary Secondary Education; *Evaluation Methods; *Instructional Leadership; Management Development; Principals; *School Administration

This is a "how to" book for school-leader selection, appraisal, and development. It focuses on ways in which to measure components of leadership so that leadership evaluation can move beyond impressionistic opinions. The text is divided into five chapters. The rationale for leadership assessment, along with the dangers to be avoided in such assessment, are explored in the first chapter. Chapter 2 provides an overview of various perspectives on leadership. A selective review of the non-school-leadership literature is followed by a brief treatment of the school-leadership literature. Examples of instruments used to assess leadership, viewed from each of the different perspectives, are referred to throughout the chapter. Chapters 3 and 4 examine the interdependence of the needs of every school district, the forms of leadership best suited to meet those needs, and strategies for choosing a leadership-assessment instrument. These two chapters address how to select an instrument for a school district and then how to interpret and use the data generated by such an instrument. Technical issues are also examined. In the last chapter, nearly 20 instruments for assessing leadership are described, including their purposes, basic features, type of feedback garnered, and appropriate followup. (RJM)

ED 431 210 EA 029 717

Budget Analysis: Review of the Governor's Proposed Budget, 1999-00.
PUB DATE- 99
NOTE- 54p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *Budgeting; *Educational Finance; Elementary Secondary Education; Expenditures; Higher Education; *Operating Expenses; Program Budgeting; State Government
IDENTIFIERS- *New York

This report provides an overview of the 1999-2000 executive budget for New York State. The budget calls for $72.7 billion in all funds spending and proposes that a $1.8 billion surplus from the 1998-99 fiscal year be used to fill budget gaps in fiscal years 2000-01 and 2001-02. The report focuses on spending for education, health and social services, revenue actions, and debt and capital. It opens with a financial

ED 431 228 EA 029 875

Fennell, Hope-Arlene
Encouraging Teacher Leadership.
SPONS. AGENCY- Canadian Social Science and Humanities Research Council, Ottawa (Ontario).
PUB DATE- 99
NOTE- 30p.; Paper presented at the Annual Meeting of the American Educational Research Association (Montreal, Quebec, Canada, April 19-23, 1999).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Administrator Attitudes; Administrator Role; Educational Change; Elementary Secondary Education; Foreign Countries; *Instructional Leadership; Leadership Responsibility; *Principals; *School Administration; *Teacher Role; *Women Administrators
IDENTIFIERS- Ontario

This paper discusses the stories of six female principals who encouraged the development of teacher leadership in their schools. The findings emerged from a phenomenological study on women principals' lived experiences with leadership. The document opens with a discussion of the research methodology used in the study, followed by brief discussions of constructivist leadership and of ways to encourage teachers in leadership. The principals profiled here were selected from 12 women principals in a large urban school board in Ontario, Canada. Data were collected through indepth interviews, which were used to explore and to gather experiential narrative material to use as a resource for understanding the phenomenon of leadership. Results show that in each of the six schools, teachers were involved in leadership processes outside of their classrooms. In addition to shared decision-making, the teachers were heavily involved in group planning and consensus-building activities for curriculum interpretation and implementation. Leadership was likened to a series of layers that are comprised of all members and all parts of the organization, and appear to be virtual and changing in nature. The layers appeared when they were required, changed when it was necessary, and vanished when they had accomplished their purposes. Contains 22 references. (RJM)

ED 431 229 EA 029 876

Sheppard, Bruce; Brown, Jean
Leadership Approach, the New Work of Teachers and Successful Change.
PUB DATE- 99
NOTE- 26p.; Paper presented at the Annual Meeting of the American Educational Research Association (Montreal, Quebec, Canada, April 19-23, 1999).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Administrator Attitudes; Administrator Role; Case Studies; Change Strategies; *Educational Change; High Schools; *Instructional Leadership; Leadership Responsibility; *Principals; *School Administration; *Teacher Role
IDENTIFIERS- Newfoundland

This paper describes case studies involving two Canadian high

ED 431 247 EC 306 196

Fitzsimmons, Mary K.
Including Students with Disabilities in Large-Scale Testing: Emerging Practices. ERIC/OSEP Digest E564.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- 98
NOTE- 4p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- *Compliance (Legal); *Disabilities; *Educational Assessment; Educational Legislation; Elementary Secondary Education; Inclusive Schools; Recordkeeping; State Standards; *Student Participation; Test Results
IDENTIFIERS- Alternative Assessment; ERIC Digests; *Individuals with Disabilities Educ Act Amend 1997; *Testing Accommodations (Disabilities)

This brief identifies practices that include students with disabilities in large-scale assessments as required by the reauthorized and amended 1997 Individuals with Disabilities Education Act. It notes relevant research by the National Center on Educational Outcomes and summarizes major findings of studies funded by the U.S. Office of Special Education Programs concerning appropriate accommodations, alternate assessments, and reporting of results. In the area of appropriate accommodations, the paper finds great variations across disability groups and from district to district and state to state. Efforts to embed curriculum-based measurement into the process, develop a classification of accommodations, and create standardized methods for determining accommodation validity are summarized. Addressing alternate assessments, the paper notes efforts in Kentucky to use portfolio assessments and in Maryland to measure outcomes that are life-skills oriented. Concerning the reporting of results, the paper describes an effort in Long Beach, California, to tie large-scale assessments to school effectiveness policies and include all special education students. (DB)

ED 431 248 EC 307 226

Nelson, J. Ron; Roberts, Maura L.; Smith, Deborah J.
Conducting Functional Behavioral Assessments: A Practical Guide.
PUB DATE- 98
NOTE- 57p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Behavior Disorders; Behavior Problems; *Disabilities; Educational Legislation; Educational Planning; Elementary Secondary Education; Environmental Influences; Evaluation Methods; Federal Legislation; *Individualized Education Programs; Intervention; *Student Evaluation
IDENTIFIERS- *Behavior Analysis; *Functional Assessment; Individuals with Disabilities Educ Act Amend 1997

This manual is designed to help school personnel conduct functional behavior assessments (FBAs) and to develop effective

ED 431 266 EC 307 245

Getting Ready for Your IFSP Meeting. Early Childhood Connections for Infants, Toddlers & Families.
SPONS. AGENCY- Colorado State Dept. of Education, Denver.
PUB DATE- 98
NOTE- 32p.
LANGUAGE- Spanish; English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Child Development; *Disabilities; *Educational Objectives; *Educational Planning; *Family Environment; Family School Relationship; Goal Orientation; Hispanic Americans; *Individualized Family Service Plans; Infants; Parent Education; *Parent Participation; Spanish Speaking; Toddlers
IDENTIFIERS- Colorado

This booklet is designed to help parents of infants and toddlers with disabilities in Colorado prepare for the development of their Individualized Family Service Plan (IFSP). Pages are provided for parents to fill out with: (1) the child's present levels of development; (2) family resources, priorities, and concerns; (3) outcomes and goals for the child; (4) supports and services and natural environments; and (5) family transitions. It explains the role of a service coordinator and the timetable for the review of the IFSP. A separately published booklet with the same information in Spanish is appended. (CR)

ED 431 267 EC 307 246

1999 Special Olympics World Games, North Carolina. School Enrichment Curriculum Resource Guide and Promotional Video.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- 99
NOTE- 198p.; Video not available from EDRS.
LANGUAGE- English
EDRS Price- MF01/PC08 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Non-print Media (100)
DESCRIPTORS- *Athletes; *Attitudes toward Disabilities; Class Activities; *Consciousness Raising; Cultural Differences; *Curriculum; Elementary Secondary Education; Lesson Plans; *Mental Retardation; *Special Olympics; Units of Study; Videotape Recordings

This resource guide is a collection of activities and lessons that educators can use to promote the 1999 Special Olympics in North Carolina and to increase understanding and acceptance of individuals with mental retardation. Three basic themes are repeated throughout the guide: individuals with mental retardation are valued, contributing members of society; Special Olympics participants are athletes and should be recognized for their many and varied accomplishments; and international competition provides opportunities for everyone involved to share the Olympic sprit and transcend all boundaries of culture, geography, and nationality. The guide has four major divisions: elementary school lessons, middle school lessons, high school lessons, and special adapted

ED 431 285 EC 307 269

Rawlings, Brenda W., Ed.; Karchmer, Michael A., Ed.; DeCaro, James J., Ed.; Allen, Thomas E., Ed.
College & Career Programs for Deaf Students. Tenth Edition.
SPONS. AGENCY- National Technical Inst. for the Deaf, Rochester, NY.
PUB DATE- 99
NOTE- 145p.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Books (010),Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- College Applicants; *College Bound Students; *College Choice; *Colleges; *Deafness; Decision Making; *Hearing Impairments; Higher Education; Program Descriptions; *Student Personnel Services

This directory lists colleges and universities in the United States that have special programs or offer special services for students with deafness or hearing impairments. It provides general descriptions of the many programs which are available, lists many of the career areas of study that are offered, and shows which special services are provided. Programs are divided into national programs, and programs in the Northeast, the Midwest, the South, and the West. The directory also includes a question and answer section to help students make a decision about their future education, maps of the United States showing where all the programs listed in the book are located, a list of questions and references for choosing the right program, a section listing the broad career areas in which students with deafness and hearing impairment are enrolled, a reference table showing the special support services for students offered by each program, and an explanation of how programs were chosen and how they are grouped together for listing in the book. (CR)

ED 431 286 EC 307 270

Bortolussi, Vicki, Ed.
Communicator, 1997.
PUB DATE- 97
NOTE- 182p.; Published four times a year (Winter, Spring, Summer, Fall).
LANGUAGE- English
EDRS Price- MF01/PC08 Plus Postage.
PUB TYPE- Collected Works - Serials (022),Information Analyses/State-of-the-art Materials (070),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Ability Identification; Academic Standards; *Child Rearing; Educational Technology; Elementary Secondary Education; *Emotional Problems; *Gifted; Gifted Disabled; High Risk Students; Higher Education; Home Schooling; Internet; Learning Disabilities; Lesson Plans; Magnet Schools; Parent Child Relationship; Parent Participation; Student Evaluation; Suicide; *Talent Development; *Underachievement

The CAG "Communicator" focus is on serving gifted students in California. This document consists of the four issues of "communicator" issued during 1997. Featured articles include: (1) "The Gifted Student At Risk. It Can't Be True" (Judy Roseberry); (2) "Tech Net-Technology and At-Risk Students" (Judy Lieb); (3) "Reviving Ophelia: Saving the Selves of Gifted Girls" (Marilyn Morrison); (4) "Gifted At Risk Strikes Home" (Anonymous); (5) "Examining Claims about Gifted Children and Suicide" (Tracey Cross); (6) "Psychological Autopsy Provides

ED 431 306 EF 005 422

Morgan, Michael; Mearig, Tim; Coffee, Nathan
Program Demand Cost Model for Alaskan Schools. Eighth Edition.
PUB DATE- 99
NOTE- 53p.; Document consultation provided by HMS, Inc., Anchorage, Alaska.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Computer Software; *Construction Costs; Cost Estimates; *Educational Facilities Improvement; Elementary Secondary Education; Public Schools; *School Construction; *Worksheets
IDENTIFIERS- *Alaska; *Cost Simulation Model

The State of Alaska Department of Education has created a handbook for establishing budgets for the following three types of construction projects: new schools or additions; renovations; and combined new work and renovations. The handbook supports a demand cost model computer program that includes detailed renovation cost data, itemized by building systems, to allow for generating specific renovation costs from window replacements to complete interior tear out and remodeling. This handbook provides worksheet descriptions for each type of construction project detailed in the program. A grand summary worksheet is also included which provides a single page summary of the project identification and the estimated project costs. Data tables conclude the handbook which list statistics on geographic area cost factors, a size adjustment chart, an index of Alaskan construction escalation, and the categories for the type of space added or improved under the Department of Education Instruction CIP Application. (GR)

ED 431 307 EF 005 423

Mearig, Tim; Crittenden, Edwin; Morgan, Michael
Site Selection Criteria and Evaluation Handbook. 1997 Edition.
PUB DATE- 97
NOTE- 27p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Criteria; *Educational Facilities Planning; Elementary Secondary Education; *Evaluation Methods; Guidelines; Public Schools; *Site Selection
IDENTIFIERS- *Alaska

The State of Alaska Department of Education has created a handbook to give assistance and direction to its school districts and communities in determining the suitability of various building sites for educational facilities planning. This handbook establishes a set of basic site selection elements and offers suggested evaluation criteria for rating each element's desirability and cost effectiveness. The selection elements are grouped into three major categories: social and land use factors; construction cost factors; operations and maintenance cost factors. The handbook describes

ED 431 328 FL 025 879

Short, Deborah J., Ed.
New Ways in Teaching English at the Secondary Level. New Ways in TESOL Series II: Innovative Classroom Techniques.
PUB DATE- 99
NOTE- 320p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Career Education; *Class Activities; Classroom Techniques; *Cooperative Learning; *English (Second Language); *Language Skills; *Multimedia Instruction; Second Language Instruction; Secondary Education; Skill Development; Student Evaluation; Teaching Methods
IDENTIFIERS- Authentic Materials; *Content Area Teaching

The book offers an international collection of best practices that address the particular interests and demands of English-as-a-Second-Language (ESL) and English-as-a-Foreign-Language (EFL) teaching at the secondary school level. It includes instructional activities that are created by ESL and EFL teachers and are classroom-tested and student-approved. The activities address all language skills and features of language learning, and involve a range of approaches and techniques, including authentic literature, academic content, multimedia use, peer cooperation, and career information. The book is divided into several main sections: icebreakers to start the school year; integrated language development activities; connections with content areas; multimedia infusion; cooperative projects; and assessment, review, and language games. Each section contains a variety of activities in a format that specifies appropriate instructional level(s), aims, the activity type (e.g., practice, application, review), required class time, preparation time, necessary or potential resources, procedures, caveats and options, references and further reading when appropriate, and a note on the contributor. (MSE)

ED 431 329 FL 025 880

Healey, Deborah, Ed.; Johnson, Norman, Ed.
TESOL CALL Interest Section Software List, 1999.
PUB DATE- 99
NOTE- 348p.; Compiled by the TESOL Computer-Assisted Language Learning Interest Section.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Annotated Bibliographies; Bilingual Education; *Computer Software; *Courseware; Elementary Secondary Education; *English (Second Language); Information Sources; *Instructional Materials; Internet; Second Language Instruction; World Wide Web

The bibliography is an annotated list of software for language learning and includes items in use by TESOL teachers and those marketed for bilingual and English-as-a-Second-Language (ESL) education. An introductory section describes the listings and their use, gives a brief history of the software list, a brief introduction to computer-assisted language learning (CALL) and its techniques, a short list of CALL resources in print, and related on-line reviews and World Wide Web resources. The

ED 431 349 HE 032 112

Persistence, Graduation, and Time-to-Degree.
PUB DATE- 99
NOTE- 20p.; Item #12 on the agenda presented at the Illinois Board of Higher Education Meeting (June 8,1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Academic Persistence; Bachelors Degrees; Black Students; College Graduates; College Outcomes Assessment; Data Collection; Graduation; Higher Education; Hispanic Americans; Minority Groups; State Universities; *Time to Degree
IDENTIFIERS- *Graduation Rates; *Illinois

This study analyzed data from the Illinois Shared Enrollment and Graduation Information System concerning attendance and graduation patterns of two groups: students who entered Illinois public universities as first-time freshmen between 1987 and 1992 and students who had graduated from Illinois public universities by spring 1998. Major findings included: (1) the number of minority first-time students and minority persistence both increased; (2) about 26 percent of first-time students graduated in four years; after six years, 56 percent had graduated; (3) about 9 percent of students were still enrolled six years after entering as freshmen; (4) six-year graduation rates for minority students were substantially lower than those of all students, but their graduation rates improved over longer periods; (5) 1998 graduates enrolled about 12 terms before graduating; (6) graduation and persistence rates for the 1992 freshman class were lower than those for the 1987 class; and (7) although having larger numbers of part-time students increased an institution's overall time-to-degree rate, the size of this effect was not clear. Tables provide detailed data on graduation and persistence of all students, and of black and Hispanic students specifically; pathways and time-to-degree of graduates; and changes in graduation and persistence rates between 1987 and 1992 freshmen classes. (DB)

ED 431 350 HE 032 113

Wallace, Beverly A.; Winsler, Adam; NeSmith, Pat
Factors Associated with Success for College Students with ADHD: Are Standard Accommodations Helping?
PUB DATE- 99
NOTE- 21p.; Paper presented at the Annual Meeting of the American Educational Research Association (Montreal, Quebec, Canada, April 19-23, 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Persistence; Age Differences; *Attention Deficit Disorders; *College Outcomes Assessment; *College Students; Grade Point Average; Higher Education; *Hyperactivity; Nontraditional Students; Self Esteem; Self Management; Student Characteristics; Student Responsibility; Student Surveys; *Success
IDENTIFIERS- University of Alabama

This study explored factors associated with success of college students with attention deficit hyperactivity disorder (ADHD). Forty-four students diagnosed with ADHD at the University of Alabama completed a 107-item survey pertaining to issues associated with ADHD symptomology, planning and scheduling of

ED 431 369 HE 032 158

Tillman, Linda C.; King, Joyce Elaine

Mapping University Assets for Public Scholarship and the Praxis of Community Partnering.

PUB DATE- 99

NOTE- 19p.; Paper presented at the Annual Meeting of the American Educational Research Association (Montreal, Ontario, Canada, April 19-23, 1999).

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Community Resources; Cooperative Programs; Course Objectives; Course Organization; Courses; Educational Innovation; Higher Education; Interdisciplinary Approach; *Partnerships in Education; *School Community Programs; *School Community Relationship; *Service Learning

IDENTIFIERS- *Asset Mapping; *University of New Orleans LA

This paper describes an innovative interdisciplinary course offered at the University of New Orleans (Louisiana) which involved community members as full-fledged partners with students and university faculty in service-learning-by-doing teams. Each student, with the assistance of a faculty member and a community partner, identified an opportunity for community service or an area of need in the community and developed a "map" of the kinds of resources or "assets" available at the university that could be mobilized and made more accessible to the community to address this need. The first section of the paper describes the conceptualization and purposes of the course, as well as the philosophical and theoretical orientation of the course methodology. The second section discusses the innovative participatory method of assessment used in the course and its potential impact on community building. The third section describes a campus-wide forum held to share information about the course. The report concludes with three brief reports on projects conducted by students one on homelessness; one with a nonprofit organization serving elderly, disadvantaged, adolescent, and unemployed individuals; and one concerned with integrating technology into university courses. (Contains 11 references.) (DB)

ED 431 370 HE 032 159

Allan, George, Ed.

The Resource Handbook for Academic Deans.

PUB DATE- 99

NOTE- 193p.

LANGUAGE- English

EDRS Price- MF01/PC08 Plus Postage.

PUB TYPE- Collected Works - General (020),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)

DESCRIPTORS- *College Administration; College Curriculum; *Deans; *Educational Finance; Higher Education; *Legal Responsibility; Money Management; *Personnel Management; Professional Development; School Publications

This book collects 42 papers on the role of the academic dean. Papers are grouped into sections on what a dean is, becoming a dean, curriculum, personnel, legal matters, finances, academic

ED 431 389 IR 019 520

Harbeck, Julia; Schweizer, Maurya; Pienkowski, Nathan
Developing a Computer Assisted Tutorial: A Beginner's Experience.
PUB DATE- 98
NOTE- 9p.; Paper presented at the Mid-South Instructional Technology Conference (3rd, Murfreesboro, TN, April 5-7, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Adult Students; Case Studies; Community Colleges; *Computer Assisted Instruction; *Computer Software Development; *Courseware; Faculty Development; Needs Assessment; *Research Skills; *Student Research; Student Surveys; Tables (Data); *Teacher Developed Materials; Tutoring; Two Year Colleges
IDENTIFIERS- Technology Implementation; Technology Integration

This case study covers the process of developing a computer-assisted tutorial on how to write a research paper for returning adults at a community college. This paper discusses the need for faculty development and technical support for instructors who want to implement technology into their classrooms. Preliminary stages of the tutorial development are described, and results of a needs assessment, conducted by administering a survey to students in several first year courses at the community college, are presented. Suggestions about design and development of computer-assisted instruction (CAI) for faculty who are novices to computer technology are also provided. Suggestions include: analyze the instruction, learners, and context; after thoroughly researching the options, use a very friendly development package; learn the basic of the technology before planning the specifics of a project; insist on technical support; and work on it a little every day or at least a few times a week. (AEF)

ED 431 390 IR 019 521

Bazillion, Richard J.; Braun, Connie
German History on the Web: An Experiment in "Studio-Based" Teaching.
PUB DATE- 98
NOTE- 7p.; Paper presented at the Mid-South Instructional Technology Conference (3rd, Murfreesboro, TN, April 5-7, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Access to Information; Active Learning; *Computer Assisted Instruction; Computer Mediated Communication; Constructivism (Learning); Cooperative Learning; Design Preferences; Educational Practices; Educational Principles; Electronic Classrooms; European History; Higher Education; *History Instruction; Hypermedia; *Instructional Design; Instructional Innovation; *World Wide Web
IDENTIFIERS- *Course Development; German History; HTML; Web Sites; Winona State University MN

A World Wide Web-based course at Winona State University (Minnesota) in the history of modern Germany (1818-1990), offered during the 1997-98 academic year, showcased several teaching innovations. Taught in "studio mode," with a workstation for each student, the course combined seminar

ED 431 410 IR 057 372

Weller, Carolyn R., Ed.; Brandhorst, Ted, Ed.
ERIC Clearinghouse and Support Contractor Publications, 1997. An Annotated Bibliography of Digests, Information Analysis Products, and Other Major Publications of the ERIC Clearinghouses and Support Contractors Announced in "Resources in Education" (RIE) January-December 1997.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.; Educational Resources Information Center (ED), Washington, DC.
PUB DATE- 98
NOTE- 111p.; For the 1996 edition, see ED 411 872.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Reference Materials - Bibliographies (131)
DESCRIPTORS- *Abstracts; Access to Information; Annotated Bibliographies; *Citations (References); Clearinghouses; Education; Educational Research; *Educational Resources; Federal Programs; Information Services; *Information Sources; Literature Reviews; Publications; Resource Materials; State of the Art Reviews
IDENTIFIERS- Educational Information; *ERIC; *ERIC Clearinghouses

The Educational Resources Information Center (ERIC) is a national information system designed to provide users with ready access to an extensive body of education-related literature and other educational resources through its 16 subject-specific Clearinghouses, associated adjunct Clearinghouses, and support contractors. These publications consist of digests, bibliographies, state of the art reviews, and information syntheses of various types. This 28th bibliography provides citations, abstracts, and indexes for 1997. An introduction describes the ERIC system, Clearinghouse publications, the organization of this bibliography, the availability of Clearinghouse publications, and adjunct Clearinghouses. A statistical summary by year (1968-1997) shows the number of publications included for each Clearinghouse in the series of which this bibliography is the most recent. Two hundred and forty-eight documents are listed, provided from the following Clearinghouses: (1) Adult, Career, and Vocational Education; (2) Counseling and Student Services; (3) Reading, English, and Communication; (4) Educational Management; (5) Disabilities and Gifted Education; (6) Languages and Linguistics; (7) Higher Education; (8) Information and Technology; (9) Community Colleges; (10) Elementary and Early Childhood Education; (11) Rural Education and Small Schools; (12) Science, Mathematics, and Environmental Education; (13) Social Studies/Social Science Education; (14) Teaching and Teacher Education; (15) Assessment and Evaluation; and (16) Urban Education. Citations are arranged by Clearinghouse. Within each Clearinghouse section, documents are listed in accession number order. A sample citation is provided immediately preceding the citation section. Three indexes are provided: Subject, Personal Author, and Institution. A diagram of ERIC system components and a directory of ERIC components with addresses, telephone and fax numbers, and brief descriptions of the Clearinghouses' scope areas are also provided. A form for ordering microfiche or paper copy of ERIC Clearinghouse publications from the ERIC Document Reproduction Service is attached. (AEF)

ED 431 411 IR 057 373

ED 431 428 IR 057 390

Small, Ruth V.; Venkatesh, Murali; Marsden, Janet
The Education of IT Professionals: Integrating Experiential Learning and Community Service.
PUB DATE- 98
NOTE- 12p.; In: Proceedings of the International Academy for Information Management (IAIM) Annual Conference (13th, Helsinki, Finland, December 11-13, 1998); see IR 057 374.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Active Learning; Cooperative Programs; Educational Change; Educational Needs; *Experiential Learning; Higher Education; Information Management; *Information Science Education; *Information Technology; Instructional Development; Learning Activities; Learning Processes; Learning Theories; Models; Motivation; Program Development; School Community Relationship; *Service Learning; Student Participation; Total Quality Management
IDENTIFIERS- *Community Service; Syracuse University NY

This paper begins by describing the changing needs in the education of today's information technology (IT) professional. It presents a theoretical framework for using an experiential learning approach in the context of professional education in IT and information management and describes an instructional model that augments the principles of experiential learning with principles drawn from task motivation, Total Quality Management (TQM), and service learning. The paper concludes with an example of the application of and benefits from the model--a successfully implemented IT professional education program which centers on experiential learning activities that provide technology-related services to the not-for-profit community. The program highlighted is the Center for Active Learning (CAL) at Syracuse University (New York). Program objectives, CAL's core functions, Project CORE (COmputer REuse), other CAL projects, and participation in CAL are described. (Contains 43 references.) (Author/MES)

ED 431 429 IR 057 391

Mennecke, Brian E.
Teaching Spatial Analysis in Business: The Case of Geographic Information Systems in a Decision Support Systems Course.
PUB DATE- 98
NOTE- 10p.; In: Proceedings of the International Academy for Information Management (IAIM) Annual Conference (13th, Helsinki, Finland, December 11-13, 1998); see IR 057 374.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Business Administration Education; Curriculum Development; Decision Making; *Decision Support Systems; *Geography; Geography Instruction; Higher Education; Information Technology; Pretests Posttests; Problem Solving; Spatial Ability; Student Attitudes; Student Surveys; Training
IDENTIFIERS- Business Schools; East Carolina University NC; *Geographic Information Systems; Spatial Analysis; *Technology Role; Technology Utilization

Geographic information systems (GIS) are increasing in importance

ED 431 448 JC 990 364

Report on Health Care Education in Nevada.
PUB DATE- 99
NOTE- 145p.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Allied Health Occupations Education; Community Colleges; *Health Education; Higher Education; *Job Training; *Labor Force Development; Mental Health; Mental Health Programs; Mental Health Workers; Vocational Education
IDENTIFIERS- *Nevada

This document attempts to determine whether the University and Community College System of Nevada (UCCSN) is preparing a health care workforce that is appropriate for the current and future health care needs of the state of Nevada. To assess this issue, the system collected and analyzed current data in terms of the state of health and health care in Nevada, health care workforce trends, and health care education. This report draws the following conclusions about health and health care in Nevada: (1) Nevada perennially ranks among the bottom tier of U.S. states along a wide range of health measures; (2) Nevada suffers from high levels of mental illness and behavioral health problems; (3) Nevada's poor health profile is closely tied to high prevalence rates for "at risk" behaviors including smoking and substance abuse; and (4) Nevada's poor health record is aggravated by high percentages of adults lacking health insurance, access barriers to mental health care, comparatively meager provision and distribution of primary health care resources, and low rates of routine preventative health services used. In terms of health workforce trends, the researchers found that: (1) projected employment growth for a majority of health care occupations exceed the average projected growth through 2006; (2) projected employment growth across all industry segments in the health care industry is substantial and exceeds national projections; and (3) strong employment growth is projected for a wide range of comparatively well-paying occupations requiring postsecondary credentials. The report concludes with recommendations for general policy, health care education, and health care program planning and development for UCCSN. (TGO)

ED 431 449 JC 990 368

Student Progress and Goal Attainment Quantitative Report, 1997-1998.
PUB DATE- 98
NOTE- 155p.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Accountability; *Adult Basic Education; *Adult Programs; Disabilities; Educational Finance; Educational Needs; Program Evaluation; Special Education; Special Programs
IDENTIFIERS- California

This report presents California's learning progress and goal attainment data for Section 321 of the Adult Education Act, administered by the United States Department of Education, which provides funding for basic skills instruction for educationally disadvantaged adults in California. This report presents data for state fiscal year 1997-98. Chapter 1 includes

ED 431 468 JC 990 392

Hastings, Janel Henriksen
Applying Theory to Practice: Incorporating Principles of Student Development to Quality Student Services in California Community Colleges.
PUB DATE- 99
NOTE- 23p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Admission (School); Ancillary School Services; *Community Colleges; Educational Research; *Educational Resources; *Resource Centers; *Student Development; Student Experience; Student Reaction; Student Research; Student Surveys; Two Year Colleges; Use Studies
IDENTIFIERS- California Community Colleges

This study assesses the extent to which student services within California's community colleges assist students in maneuvering through challenge, and to see whether student services programs nurture students' personal and emotional development. Using Chickering and Reisser's theory of student development, this study asked students to rate the quality of student services - including admissions, orientation, counseling, and assessment examinations -- on their campus, and analyzed how thoroughly student services are structured to address each stage of development as posed by Chickering and Reisser. A five-page survey was distributed at the beginning and again at the end of classes at 10 community colleges to provide longitudinal information. Results are presented by race, gender, and social status (defined as number of books in the home) for each of the four services. Based on the results, the paper recommends four strategies to help improve matriculation services: (1) reevaluate the college's mission statement; (2) create a student self-assessment tool; (3) distribute complete campus information in writing early in the matriculation process; and (4) provide annual training for matriculation personnel. Contains 19 references. (JJL)

ED 431 469 JC 990 393

South Carolina Technical Education System. Program Evaluation Report, Based on Graduate Data July 1, 1996-June 30, 1997 and Enrollment Data Fall 1997.
PUB DATE- 99
NOTE- 273p.
LANGUAGE- English
EDRS Price- MF01/PC11 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- College Graduates; *Educational Assessment; Educational Research; Enrollment; Organizational Effectiveness; Productivity; Program Effectiveness; Program Evaluation; School Effectiveness; Standards; Tables (Data); *Technical Institutes; Two Year Colleges
IDENTIFIERS- *South Carolina Technical College System

This report, by the South Carolina State Board for Technical and Comprehensive Education Division of Instruction, allows the individual colleges and the system to examine programs in terms of productivity, job availability of graduates, and placement of graduates. The policies and procedures allow for programs to be phased out when new technology or changing economic

ED 431 487 JC 990 416

Virginia Community College System. Summary Assessment Reports,
  1996.
PUB DATE- 96
NOTE- 10p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *College Outcomes Assessment; *Community Colleges; *Educational Assessment; Educational Practices; *Educational Quality; Institutional Evaluation; Program Evaluation; School Effectiveness; Student School Relationship; *Transfer Students; Two Year Colleges
IDENTIFIERS- *Virginia Community College System

This summary assessment report evaluates the progress being made by the Virginia's 23 community colleges in two areas: the performance of remedial students and those students who transfer to four-year institutions. In addition, it discusses the performance of recent high school graduates who enroll in remedial courses. Each college submitted a report, which was peer reviewed by a group of experienced assessment practitioners and institutional researchers. The reviewers were asked to indicate whether the colleges were making satisfactory progress in these two areas. Twenty colleges were found to be making satisfactory progress on each topic, while three colleges either did not provide the requested information or the reports were unclear. Summary results for transfer assessment are presented in the following categories: (1) monitoring trends; (2) two-year and four-year institution collaboration; (3) curricular changes and skills development; (4) improving transfer services; and (5) minority student transfer. Remedial assessment results address the following categories: (1) success of remedial programs; (2) testing and placement; (3) changes to courses and instructional methods; (4) setting standards; (5) other solutions to improving performance; and (6) VCCS special topic. (VWC)

ED 431 488 JC 990 417

Virginia Community College System. Summary Assessment Reports,
  1995.
PUB DATE- 95
NOTE- 12p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *College Outcomes Assessment; *Community Colleges; *Educational Assessment; Educational Practices; *Educational Quality; Institutional Evaluation; Program Evaluation; School Effectiveness; Student School Relationship; *Transfer Students; Two Year Colleges
IDENTIFIERS- *Virginia Community College System

This report reviews the evaluation process of the 1995 community college assessment reports for the Virginia Community College System (VCCS). It provides evaluation results, which found that the 18 colleges, even within limited resources and major restructuring, were able to demonstrate satisfactory progress as shown by assessment results and the uses they had made of them. Results are related by assessment category, including general education, majors, off-campus, other than dual-credit, but including distance learning, and dual credit instruction. A brief summary is presented of the college results, the

ED 431 506   PS 027 287

Southern Institute on Children and Families 1997 Annual Report.
PUB DATE- 97
NOTE- 45p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Annual Reports; *Child Welfare; Disadvantaged Environment; Economically Disadvantaged; *Family Programs; Health Insurance; Low Income Groups; Poverty Programs; Program Improvement; Welfare Agencies; *Welfare Services
IDENTIFIERS- *Service Delivery Assessment; *Southern Institute on Children and Families; United States (South)

During 1997, in cooperation with 17 southern states and the District of Columbia, the Southern Institute on Children and Families held site visits to identify ways to uncomplicate the delivery of health coverage, child care and other benefits to assist low wage families. This report presents key findings and recommended actions states can take to remove barriers that families face in accessing benefits, as well as descriptions of other Institute activities during 1997. Key issues discussed include information outreach to dispel confusion about government benefits, child health coverage, child care assistance, transportation, and earned income tax credit. The report briefly describes the Institute's efforts at website development, the Southern Regional Forum, and the program Covering Kids: A National Health Access Initiative for Low-Income, Uninsured Children. (This document is relevant to the field of education in that the U.S. Department of Education is working with teachers, providers, and others to notify families with low to moderate income about children's insurance programs.) (JPB)

ED 431 507   PS 027 288

Shuptrine, Sarah C.; Hartvigsen, Kristine
The Burden of Proof: How Much Is Too Much for Child Health Coverage?
SPONS. AGENCY- Robert Wood Johnson Foundation, Princeton, NJ.
PUB DATE- 98
NOTE- 50p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Child Welfare; Disadvantaged Environment; Economically Disadvantaged; Family Programs; Federal Programs; *Federal Regulation; *Health Insurance; *Low Income Groups; Poverty Programs; Welfare Recipients; *Welfare Services
IDENTIFIERS- United States (South)

To assist states in easing the burden of Medicaid application procedures and verification requirements for families, the Southern Institute on Children and Families conducted a regional meeting to discuss child health coverage verification issues in September, 1998. Participating in the dialogue were Medicaid and state child health insurance programs (CHIP) officials from 15 southern states. The Department of Education is working with teachers, principals, researchers, and others to notify families with low to moderate incomes about the Children's Health Insurance Program (CHIP), as well as regional and central office Health Care Financing Administration (HCFA)

ED 431 527 PS 027 637

Cohen, Linda
The Integration of Whole Language and Mathematical Concepts.
PUB DATE- 99
NOTE- 17p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Childrens Literature; *Classroom Techniques; Integrated Curriculum; Kindergarten; *Kindergarten Children; Language Skills; Mathematical Concepts; *Mathematics Instruction; Primary Education; *Whole Language Approach

This paper examines whole language and mathematical concepts implemented to incorporate reading, writing and oral-language concepts into mathematical lessons in early childhood education. After discussing the theoretical background and anecdotal observations of the use of whole language to improve math skills, the paper describes a mini study in which whole language was used in kindergarten math lessons. One class used whole-language concepts while the other class did not. Observations showed that when literature was integrated into math lessons, the children became more active learners and the teacher did not need to constantly refocus and motivate them. By being allowed to discuss and relate the concepts to their own lives, the children were able to grasp and retain new information and incorporate it into existing schemas. The experimental group was far happier and gained more language and math vocabulary than the control group. Contains 14 references. (JPB)

ED 431 528 PS 027 638

Montopoli, Linda
Building Minds by Block Building.
PUB DATE- 99
NOTE- 11p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Cognitive Development; Early Childhood Education; Emotional Development; *Language Skills; *Mathematics Skills; *Physical Development; *Play; *Preschool Curriculum; Social Development
IDENTIFIERS- *Blocks

Noting that the process of playing with blocks supports the groundwork for learning in every area of a child's growth, this paper discusses specific uses of building blocks in the early childhood curriculum to develop a child's physical, social, emotional, artistic, language, scientific and mathematics growth. The paper outlines the contributions blocks can make to different areas of the curriculum in the areas of physical development, social studies, art, language arts, science, and mathematics, and notes special benefits to a child's self-esteem and social interactions. (JPB)

ED 431 529 PS 027 642

Kelly, Keith
A Scholarly Article about Block Building.
PUB DATE- 99
NOTE- 10p.

a personal context as being well developed or reasonable; four users described their business use as well developed. Views were mixed regarding navigation around the resource. No consensus was reached as to which aspect was most worthwhile. All saw modes of delivery as interesting and useful. Issues arising from development and use of the resource related to the value of case studies; transferability of good practice; and teamwork. Recommendations were made for enhanced interactivity and further development of sections the business community saw as particularly useful. (Contains 26 references) (YLB)

ED 431 074 CE 078 678

Nigsch, Josef; Gunz, Dieter; Jenny, Christoph; Jehle, Karl
Vocational Education in the Principality of Liechtenstein.
PUB DATE- 97
NOTE- 49p.; Supported by the European Union Leonardo da Vinci Action Programme. Information inside front and back covers will not be reproducible because it is printed in colored ink on colored background.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adult Education; Apprenticeships; Career Counseling; Career Guidance; Continuing Education; *Delivery Systems; Economic Climate; *Education Work Relationship; Educational Administration; Educational Cooperation; Educational Finance; Educational History; Educational Legislation; *Educational Policy; *Educational Trends; Elementary Secondary Education; Employment Qualifications; Financial Support; Foreign Countries; Futures (of Society); Government School Relationship; International Cooperation; International Educational Exchange; Job Training; Labor Market; Lifelong Learning; Postsecondary Education; *Program Administration; School Business Relationship; Special Needs Students; Technical Insti European Union; *Liechtenstein
IDENTIFIERS- European Union; *Liechtenstein

This booklet provides an overview of vocational education (VE) in the principality of Liechtenstein. The following are among the topics discussed: Liechtenstein's government, sovereignty, history, and foreign policy; Liechtenstein's VE system (history, underlying principles, policy, structure, economic framework, legal basis, organization and governing bodies); acquisition of vocational qualifications (career guidance, dual/trial system of initial vocational training, apprenticeships, special types of VE, postsecondary vocational schools and technical colleges, professional qualification in the tertiary sector, education at universities and other academic institutions); continuing education opportunities in Liechtenstein and abroad; costs and financing (investments in VE, state expenditures on VE, VE's contributions to the economy); VE from various perspectives (views from the business sector, views from various sectors of industry); access to the European scene (VE and the European Union, areas of cooperation between the European Union and Liechtenstein); and challenges for the future (decreasing numbers of apprenticeships since 1986, females choosing traditional roles, overqualification, integration of less-gifted individuals, initial vocational teaching and block teaching, learning in practice, modular educational programs, international cooperation). Concluding the booklet are a bibliography and reference list containing a total of 22 references and addresses of 14 organizations concerned with VE in Liechtenstein. (MN)

National Organizations; Organizational Objectives; *Policy Formation; Postsecondary Education; Professional Associations
IDENTIFIERS- *Dearing Report; *United Kingdom

This document contains three papers from a seminar conducted by the Universities Association for Continuing Education (UACE) on the theme of reading the Dearing report, "Higher Education in the Learning Society," which was released by the National Committee of Inquiry into Higher Education in the United Kingdom in July 1997. "What the Academic Community Said to Dearing" (Gareth Parry) explains how the academic community communicated its views to the Dearing committee and summarizes the academic community's views on higher education's place in the modern world, continuing expansion of HE, systemwide change in higher education, and assisted diversity. "What Dearing Said to the Academic Community" (David Watson) provides an overview of what the report says about higher education's purposes and contributions to lifelong learning; funding; and developing a new compact between the state, educational institutions, and students. "The UACE Agenda for the Post-Dearing World" (Richard Taylor) lists five key areas for the UACE to address: securing a proper, equitable funding system for mature students within higher education; implementing the credit framework regionally and nationally; supporting development of "teacher professionalism"; developing frameworks of regional cooperation and partnership in postcompulsory education and training; and helping to develop strategies for implementing widened participation and access. (MN)

ED 431 093 CE 078 745

Developing CPD in Britain and the Wider Europe. Proceedings of the Annual Conference of the UACE CVE (York, England, September 1997).
PUB DATE- 98
NOTE- 139p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Academic Education; Career Guidance; Competence; Coordination; Corporate Education; Corporations; Credits; *Delivery Systems; Educational Cooperation; Educational Practices; Educational Trends; Flexible Progression; Higher Education; Independent Study; *International Cooperation; International Educational Exchange; Masters Degrees; Needs Assessment; Open Education; Partnerships in Education; Postsecondary Education; *Professional Continuing Education; *Professional Development; Professional Occupations; Program Development; Program Evaluation; Rural Areas; Rural Education; School Business Relationship; Student Characteristics; Student Evaluation; Technical Occupations; Transfer Policy; Trend *Europe; *United Kingdom
IDENTIFIERS- *Europe; *United Kingdom

This document contains 8 plenary papers and 15 workshop presentations from a conference on development continuing professional development (CPD) and continuing vocational education (CVE) in United Kingdom and Europe. The following papers are included: "How CPD Adds Value to Professional Personnel and Development Activity" (Judy Whittaker); "CVE Developments in Universities: Managing Your Own CPD" (John Geale); "CPD in the UK Engineering Profession: The Provisions of Professional Guidance and Support" (K.G. Smith); "Issues Relating to the Problem of Delivering CPD into the Community" (David Shepherd); "The European Credit Transfer System (ECTS)" (Michel Jouve); "Continuing Professional Development and

Education; *Work Experience Programs
IDENTIFIERS- Impact Studies

The impact of career academies on student education and employment outcomes is being examined through a comprehensive longitudinal evaluation of the career academy approach in 10 high schools throughout the United States that were selected because they reflect the school districts where career academies are typically located. Most of the school districts represented in the evaluation are large districts which have higher-than-average percentages of black and Hispanic students; and have higher dropout rates, unemployment rates, and low-income families than national averages. Special attention was paid to the role of employers and work-related components, which are considered cornerstones of the career academy experience. The employer partnerships involved in the study of career academies were found to share four core elements: multiple employers with multiple roles; staff time for partnership coordination; career awareness and development activities; and work-based learning activities. The following items were found to differ from site to site: employer partnership management structure; staffing arrangements; and supports for work-based learning. Among seniors, enrollment in a career academy was associated with equal or higher levels of involvement in career awareness and work-based learning activities. (Nineteen tables and figures are included. Appended are a comparison of research groups and response analyses for the Career Academies Evaluation 12th Grade Survey and four supplementary tables. The bibliography contains 24 references. Also listed are 16 publications on Manpower Development Research Corporation projects.) (MN)

ED 431 112   CE 078 787

Skills Needs Analysis. Conference on Continuing Vocational Training (Turin, Italy, November 9-10, 1998). Conclusions.
PUB DATE- 98
NOTE- 7p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Continuing Education; Developing Nations; *Economic Change; *Economic Development; Educational Change; Employment Potential; Foreign Countries; *Labor Market; Labor Needs; Models; *Vocational Education
IDENTIFIERS- *Europe (East Central)

Participants in the Conference on Continuing Vocational Training (CVT) represented 13 countries from Central and Eastern Europe, Kyrgyzstan, Russian Federation, Uzbekistan, European Union (EU) countries, European Commission, and European Training Foundation. The conference aimed to increase awareness among policymakers and social partners on CVT's key role during the transition from school to work and beyond. A cross-country analysis based on national reports on the present state of CVT confirmed the low priority given to CVT and identified common issues. The conference was identified as the beginning of the Foundation's more intensive involvement in CVT development in partner countries. Panel discussion participants found a lack of understanding of CVT's potential role for mastering the transition and preparing for EU integration. Presentations focused on experiences in CVT for EU Member States (Jeff Kinzele, Ettore Marchetti); European Social Fund (Esteban Lozano Dominguez); and each country's need to develop its own CVT model (Hans Koch). Working groups focused on the state's

*Educational Research; Foreign Countries; Indigenous Populations; Information Networks; *Job Training; Literac Education; Postsecondary Education; *Research Projects; Secondary Education; *Vocational Education; Workplace Literacy; *Youth Employment
IDENTIFIERS- *Australia

This document contains four issues of a quarterly annotated bibliography of documents and projects in progress from Australia's VOCED database that are available through Australia's National Vocational Education and Training Clearinghouse Information Network. Introductory materials include the following: national, state, territory, and polytechnic clearinghouse addresses; objectives of the clearinghouse network; information about locating, contributing, and requesting documents; submission forms; and sample entries. Each issue focuses on a particular subject: vocational education and training (VET) research (number 35), international information in vocational education (number 36), VET and indigenous students (number 37), and returns on investment in training (number 38). Document entries contain the following items: master file number; TAFE (technical and further education) document number; author(s); title; publisher, date of publication, and pagination; abstract; descriptors, keywords, and/or identifiers; and availability and source. Project entries contain the following: master file number; Project in Progress number; contact person; project title; project summary; project status and cost; descriptors, keywords, and/or identifiers; and contact address. Entries in each issue are grouped by some or all of the following categories: Australian Capital Territory, New South Wales, Queensland, South Australia, Tasmania, National Centre for Vocational Education Research, Victoria, Western Australia, Australian National Training Authority, Council of Adult Education, New Zealand, International, and UNEVOC. Concluding each issue are title, author, corporate author, and subject indexes. (MN)

ED 431 131 CE 078 826

Bradshaw, Delia
Transforming Lives, Transforming Communities: A Conceptual Framework for Further Education. (Second Edition).
PUB DATE- 99
NOTE- 58p.; For the first edition, see ED 425 277. Colored photographs may not reproduce clearly.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Academic Achievement; *Adult Education; *Curriculum Design; Curriculum Development; Educational Practices; Foreign Countries; Learning Strategies; Lifelong Learning; Models; Outcome Based Education; Outcomes of Education; Postsecondary Education; *Recognition (Achievement); Student Certification; Technical Institutes; *Transfer of Training; Vocational Education
IDENTIFIERS- *Australia (Victoria)

A conceptual framework for further education (FE) outlines a design for the future of FE curriculum in Victoria. This framework needs to consider shaping influences--political, economic, technological, and cultural considerations--and educational debates---humans as learners, models of knowledge and learning, and educational practices. A close inspection of eight lifelong learning goals that shape this framework reveals encouragement as a means of helping others, demonstrates the application of Adlerian Psychology to people of all ages, and provides a tool for using the Life Style Inventory assessment tool. Chapters include: (1) "Individual Psychology: The Man, the Movement, and the Psychology of Alfred Adler"; (2) "Toward Wellness: The Goal of Helping" (J. Melvin Witmer; Thomas J. Sweeney); (3) "Natural Consequences: Life's Rules Are for Everyone"; (4) "Logical Consequences: Society's Lessons"; (5) "Encouragement: The Key to Change--The Essential Element of Helping"; (6) "Guiding Children Toward Wellness"; (7) "Lifestyle Assessment: Uncovering The Unconscious"; (8) "Stages and Order of the Counseling Process"; (9) "Career Style Assessment and Counseling" (Mark L. Savickas); (10) Working with Couples"; (11) "Working with Families"; and (12) "Working with Groups." Chapters are structured for instructional use, with each closing with a "Summary" and a set of "Study Questions." The supporting bibliography contains 266 references. (GCP)

ED 431 148   CG 029 197

Austin, Leonard
The Counseling Primer.
PUB DATE- 99
NOTE- 363p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010)
DESCRIPTORS- Clinical Diagnosis; Codes of Ethics; *Counseling Techniques; *Counselor Certification; *Counselor Training; Cross Cultural Training; Family Counseling; Group Counseling; Higher Education; *Licensing Examinations (Professions); *Masters Programs; Statistical Analysis
IDENTIFIERS- Life Span Development; *National Counselor Examination

This volume seeks to answer the basic question "What does a counselor or therapist need to know in order to become a Licensed Professional Counselor?" Containing all the basic information that is taught in the counseling and therapy classes in major universities across the United States, this book places a special emphasis on those courses which contain content found on the National Counselor Exam. A well-organized study guide, it encompasses the coursework master's-level students are expected to know in order to graduate. Chapters on how to take counseling exams and how to write research papers are included, along with a special chapter which gives definitions of the many terms used in today's counseling professions. "The Counseling Primer" provides detailed information on a variety of topics: theories, group work, family counseling, diagnosing, use of tests and statistics, licensure, ethical and legal issues, lifespan issues, human sexuality, multicultural counseling, spiritual issues, consulting, and the history of the profession. The book is designed for every counseling student and is a handy resource tool for established mental health professionals. It will also be a helpful guide for lay counselors, allowing quick reference to the varieties of theories and practical applications used in today's psychotherapy. (Contains 242 references.) (GCP)

ED 431 149   CG 029 200

Brown, Nina W.
Psychoeducational Groups.
PUB DATE- 98

traditional career theories, but it does illustrate the symbiosis while placing conventional wisdom in a subordinate position to personal reality. Case studies and discussion points are included to help both professionals and students learn practical application. Chapters include: (1) "Introduction to the New (Quantum) Careering: Foundations and Possibilities" (A. Miller-Tiedeman); (2) "Vocational Theory in Broad Brush" (A. Miller-Tiedeman and D. V. Tiedeman); (3) "The New (Quantum) Careering Model" (A. Miller-Tiedeman); (4) "Development, Decision Making, and the New (Quantum) Careering" (A. Miller-Tiedeman); (5) "Paradigms, Development, Decision Making, and the New Careering" (A. Miller-Tiedeman); (6) "Worldview, Decision Making, Paradigms, and Development-All One Fabric" (A. Miller-Tiedeman); (7) "Stop, Look, Listen, and Allow for the New (Quantum) Careering" (D. V. Tiedeman); (8) "The New Careering (Lifecareer) Practice (A. Miller-Tiedeman); (9) "Money and the New Careering" (A. Miller-Tiedeman and J. Puplava); (10) "Alternative Modalities for Uncovering Individual Life Mission" (L. MacMinamin, C. Rich, and A. Miller-Tiedeman); (11) "Pythagorean Assessment: An Assessment Paradigm for Process Careering" (H. A. Lingerman); (12) "Canadian Innovations in Career Development" (D. E. Redekopp and B. Day); (13) "Learning about and Teaching Lifecareer" (L. J. Richmond); (14) "Health Benefits of the New Careering" (A. Miller-Tiedeman); (15) "After All Is Said and Done" (A. Miller-Tiedeman). Appendixes include: "Vocational Psychology Theories Summarized"; "Personal/Social Skills Lesson"; "Resumes"; and "Work-Career Paradigm Survey Key." (GCP)

ED 431 167   CG 029 318

Wilkinson, Lee A.
Implementing the Scientist-Practitioner Model: A Case Study Using School-Based Behavioral Consultation.
PUB DATE- 98
NOTE- 22p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Behavior Problems; Case Studies; Check Lists; *Consultation Programs; Elementary Secondary Education; Evaluation; Models; Observation; Outcomes of Treatment; *School Counseling; School Psychologists; Student Behavior; Students; Teachers
IDENTIFIERS- *School Based Evaluation; *Scientist Practitioner Model

The integration of research and practice is considered essential to the effective delivery of school psychological services. The purpose of this case study is to demonstrate how school psychologists can implement the scientist-practitioner model in applied settings and deliver high quality consultative services to teachers and students. Behavioral consultation was conducted with a teacher of a general education student identified as exhibiting clinically significant externalizing behavior in the classroom. An AB case study design was utilized to analyze the effectiveness of a consultative treatment plan, namely contingency contracting, on the student's disruptive behavior. Direct observation and behavioral checklist data indicated a significant decrease in externalizing problem behavior from baseline to treatment. Positive treatment effects were maintained at a 4-week follow-up. Both teacher and student viewed the treatment plan as appropriate, fair, and reasonable. Results also indicated a high level of perceived consultant effectiveness and consumer satisfaction. The implications for

Special Needs; (8) Communicating with Parents; and (9) The Administrator's Role. Contains 14 references. (RS)

ED 431 188 CS 216 768

Noe, Katherine L. Schlick; Johnson, Nancy J.
Getting Started with Literature Circles. The Bill Harp Professional Teachers Library Series.
PUB DATE- 99
NOTE- 115p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Classroom Environment; *Classroom Techniques; *Discussion (Teaching Technique); Elementary Education; Journal Writing; *Literature Appreciation; Student Projects
IDENTIFIERS- *Literature Circles; *Response to Literature

Designed to help teachers get started using literature circles in their classrooms, this book gives teachers a boost to begin, offers some insights from other teachers, and helps teachers clarify where to go next. It notes that literature circles (or literature study groups, book clubs, or discussion circles) take many forms and engage students in meaningful response to literature in a variety of ways. After an introduction, the chapters are: (1) Building a Framework for Literature Circles; (2) Classroom Climate; (3) Structure; (4) Good Books for Literature Circles; (5) Discussion; (6) Response Journals; (7) Focus Lessons: Incorporating Literacy Strategies; and (8) Extension Projects. Contains 38 references and a 95-item list of children's literature cited. (RS)

ED 431 189 CS 216 769

Kiester, Jane Bell
The Chortling Bard: Caught'ya Grammar with a Giggle for High School Students.
PUB DATE- 98
NOTE- 225p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Comedy; *English Instruction; *Grammar; High School Students; High Schools; *Humor; *Language Usage; Literary Devices; Student Motivation; *Writing Instruction
IDENTIFIERS- *Shakespeare (William)

This book transforms William Shakespeare's "Twelfth Night," "A Midsummer Night's Dream," and "Much Ado about Nothing" into adaptable "Caught'ya" sentences that appeal to high school students at any level--from basic skills and dropout prevention through high honors and advanced placement. The book makes Shakespeare come alive with sparkling dialogue and direct quotes sprinkled throughout. Each story includes all the grammar, mechanics, usage, and vocabulary a teacher needs to teach for the entire school year. The book also includes literary devices, a mix-and-match menu of Elizabethan swear words, teaching suggestions, lesson plans, and end-of-the-year tests and keys, corrected "Caught'ya" sentences, and a grammar and usage quick reference. (NKA) overview, which discusses budget construction, surpluses, the budget process, and structural balance. The document outlines the perceived lack of equity in education finance and the financial status of higher education in the state. It discusses medicaid and welfare, child health insurance, the tobacco settlement, public assistance, and a proposed capital plan that marks a significant departure from recent debt issuance and capital-financing plans. Revenue actions are also highlighted, including tax cuts, fee actions, debt and debt service, financing sources, capital spending, and a debt-reform proposal. The overview states that the budget gap for 1999-2000 is small when compared to the gaps faced in recent years and has fallen substantially since its initial projection. Out-year gaps have also improved, which is due to reestimating revenue and spending and the availability of the $1.8 billion surplus. (RJM)

ED 431 211 EA 029 740

North Carolina Standard Course of Study and Grade Level Competencies, K-12.
PUB DATE- 99
NOTE- 624p.; For the previous document, see ED 264 640.
LANGUAGE- English
EDRS Price- MF03/PC25 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *Academic Standards; *Curriculum; Curriculum Development; Elementary Secondary Education; Integrated Curriculum; *Public Schools; *State Standards; Technical Education; Vocational Education
IDENTIFIERS- *North Carolina

The purpose of this North Carolina Standard Course of Study is to guarantee that all students have equal access to the same basic curriculum. It provides a detailed, integrated curriculum plan for all subjects at all grade levels. The document explains the philosophy and rationale underlying the curriculum, describes and outlines the theoretical taxonomy of thinking skills used in designing the plan, presents provisions for exceptional children, offers considerations for developing a thinking framework, and discusses guidelines for using the curriculum. The bulk of the guide presents the curriculum in the following subject areas: (1) arts education; (2) computer/technology skills; (3) English language arts; (4) healthful living; (5) mathematics; (6) science; (7) second-language studies; (8) social studies; and (9) work-force development, which includes sections on planning, the middle grades, agricultural education, business education, family and consumer sciences, health occupations, marketing education, career development, technical education, and trade and industrial education. Each section features an overview; the skills, goals, and objectives of the curriculum; and a grade-level strand guide. The guide emphasizes what students should know and be able to do as they progress through various levels of proficiency. Three appendices provide further details on vocational student organizations, minimum graduation requirements, and other information. (RJM)

ED 431 212 EA 029 759

Smith, Wilma F., Ed.; Fenstermacher, Gary D., Ed.
Leadership for Educational Renewal: Developing a Cadre of

schools. These schools, recognized nationally and provincially as outstanding schools in dealing with multiple changes, provided a venue to explore the conditions that contribute to successful change. The research is based on the assumption that organizational learning is a valid framework for the study of how schools cope with change, illuminating the conditions that allow some schools to overcome barriers to innovation and to appear more successful than others in implementing various initiatives. The paper assesses the leadership approach that contributed to the schools' success to determine the extent to which the teachers' role was consistent with the six domains that Fullan claims are required if schools are to be "learning organizations." Data for the study consisted of interviews of teachers and administrators of both schools, as well as review of various documents, such as school academic-achievement reports. A leadership survey was administered to the entire school staff. The results demonstrate the dynamic, complex nature of change. The findings also demonstrate that such complexity does not prevent change, but often presents new opportunities. All principals were overtly engaged in the change process but also initiated structures that provided for distributed collaborative leadership. Contains 38 references. (RJM)

ED 431 230 EA 029 877

Brown, Jean; Sheppard, Bruce
Leadership, Organizational Learning, and Classroom Change.
PUB DATE- 99
NOTE- 26p.; Paper presented at the Annual Meeting of the American Educational Research Association (Montreal, Quebec, Canada, April 19-23, 1999).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Administrator Role; Change Strategies; Educational Change; Elementary Secondary Education; Foreign Countries; *Instructional Leadership; Leadership Responsibility; Longitudinal Studies; *Principals; *School Administration; *Teacher Role
IDENTIFIERS- Newfoundland

This paper reports on the experiences of schools that are attempting to change into dynamic, responsive, data-driven organizations that allow for learning at all levels. It identifies aspects of leadership that appear to be significant and discusses the problems the schools encountered. The sample for the study, conducted from 1995 to 1997, was composed of 13 schools with 312 teachers from 3 school districts in Newfoundland (Canada). The schools included high schools, all-grade schools, junior-high schools, and elementary schools, ranging in size from 185 to 870 students. All the schools were reorganizing at the school level. A quantitative and qualitative methodology was used. Findings show that each school's leadership approach either positively correlated with, or explained a significant amount of, the variance of the learning-organization disciplines. It can be assumed that the leadership approaches and practices that were consistent with emerging models of team leaders accounted for significant variance in selected learning-organization characteristics. The principal and vice-principal were recognized as the primary sources of leadership; the whole school staff were seen as important, as well. However, results suggest that researchers cannot be certain that all educators endorse team leadership as behavior intervention plans (BIPs). The manual begins by providing background information on FBAs including: (1) the four-stage model of collaborative problem solving that is used to conduct FBAs and develop subsequent BIPs, including problem definition, problem analysis, development of a BIP, and monitoring progress; (2) why it is necessary to conduct an FBA and the four categories of possible functions for problem behaviors, including access, escape/avoidance, autonomic reinforcements, and multiple functions; and (3) when an FBA should be conducted and when it is necessary under the Individuals with Disabilities Education Act of 1997. This background information is followed by a description of how to conduct FBAs in school settings. Also described is how the FBA informs the BIP, the guiding principles used to match behavioral interventions and supports to the function or functions of the target behavior, and the categories of behavioral interventions and supports that should be considered when developing a BIP. Examples of completed forms for escape and access are appended. (Contains 103 references.) (CR)

ED 431 249 EC 307 227

Lepore, Monica; Gayle, G. William; Stevens, Shawn F.
Adapted Aquatics Programming: A Professional Guide.
PUB DATE- 98
NOTE- 314p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For
  Practitioners) - Non-Classroom Use (For Administrative and
  Support Staff, and for Teachers, Parents, Clergy, etc. in Non-
  Classroom situations) (055)
DESCRIPTORS- *Adapted Physical Education; Adults; *Aquatic
  Sports; Behavior Modification; Children; Competence;
  *Disabilities; Elementary Secondary Education; *Inclusive
  Schools; Individualized Instruction; Physical Activities;
  *Swimming; Teacher Qualifications; Teaching Methods

This book is designed to help aquatic instructors in meeting the needs of individuals with disabilities in general or adapted aquatics programs. Part 1, "Foundations of Adapted Aquatics," introduces various philosophies and issues having to do with initiating adapted aquatics programs. Chapters address the benefits of aquatic activity, models for structuring a program, and principles and practices for implementing inclusion polices and creating the least restrictive environment in the aquatic setting. Information on competencies and resources for adapted aquatics personnel is the focus of Part 2, "Facilitating Instruction." Chapters discuss essential communication skills, transferring and positioning techniques, participant care and safety, behavior management, common challenges to aquatic participation, implications for the aquatic environment, and modifications of swimming skills and equipment. Part 3, "Program Enhancement," reviews considerations for choosing a program that best meets the needs of the participants, provides examples of model programs, examines the status of aquatics within sports organizations, considers issues regarding participation by individuals with disabilities, examines aquatic fitness concepts, discusses how to modify fitness activities, and provides tips for common physical conditions requiring aquatic rehabilitation. Included are 113 photos to illustrate practical applications of concepts. Review questions at the end of each chapter summarize important points. Appendices include games and activities for various age groups, assessment forms, and adapted aquatics program resources.

lessons for students with unique needs. At the beginning of each section a brief description and a cross-reference chart is provided to help content area teachers select appropriate activities and lessons. Each lesson specifies what materials and equipment are needed to conduct the activities or lesson, and most lessons include extension activities that encourage further study. At the back of the manual is an appendix section that provides teachers and students with additional information about Special Olympics North Carolina. A 7-minute promotional videotape recording is also included. (CR)

ED 431 268 EC 307 247

Horn, Laura; Berktold, Jennifer
Students with Disabilities in Postsecondary Education: A Profile of Preparation, Participation, and Outcomes. Postsecondary Education Descriptive Analysis Reports. Statistical Analysis Report.
SPONS. AGENCY- National Center for Education Statistics (ED), Washington, DC.
PUB DATE- 99
NOTE- 109p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- *Academic Persistence; Bachelors Degrees; *College Outcomes Assessment; College Students; *Disabilities; Employment Opportunities; *Enrollment; Graduate Study; Higher Education; Labor Market; *National Surveys; *Student Characteristics; Student Participation; Tables (Data)
IDENTIFIERS- Baccalaureate and Beyond Longitudinal Study (NCES); Beginning Postsecondary Students Long Study; National Education Longitudinal Study 1988; National Postsecondary Student Aid Study

This comprehensive profile of students with disabilities enrolled in postsecondary education is based on four national surveys which examined the following questions: (1) how represented are students with disabilities in postsecondary education?; (2) which high school students with disabilities gain access to postsecondary education?; (3) how well do college students with disabilities persist to degree attainment?; and (4) among college graduates with disabilities, what are the early labor market and graduate school outcomes? Among major findings are the following: 6 percent of college students identified themselves as having a disability; 63 percent of high school graduates with disabilities (compared to 72 percent of those without disabilities) enrolled in postsecondary education; overall, students with disabilities were much less academically prepared than others for postsecondary education; students with disabilities were less likely to persist to degree attainment; but post-college outcomes for students with disabilities who did earn bachelors degrees were quite similar to those of other students. Following an introductory chapter, individual chapters present data tables and text about each of the four questions examined. Appendices present supplemental tables, a glossary, and technical notes. (Contains 13 references.) (DB)

ED 431 269 EC 307 251

Sherwood, Mary
Preservice Teachers' Attitudes and Awareness of Gifted Learning Disabled Preschoolers.
PUB DATE- 96
NOTE- 12p.

Insight into Gifted Adolescence" (Tracey Cross); (7) "Ten Schools Program" (Angel Barrett); (8) "All I Know about Parenting a Gifted Child I Learned from 'Star Trek'" (Carolyn M. Callahan); (9) "Work, Interests, and Love: Developing Your Strengths and Talents" (Sally M. Reis); (10) "The Growing Problem of Gifted Underachievers" (Terrence W. Brown); (11) "Minding Your Own Resource: A Team Approach To Raising a Gifted Child" (Bev Mast); (12) "Writing Standards To Meet the Needs of GATE Students" (Catherine Barkett); (13) "The Internet and Gifted Students: Making the Connections" (Karen Krupnick); (14) "So My Child Is Gifted--What Now?" (Joan Franklin Smutny); (15) "Homeschooling--Is It Right for You?" (B. J. Darr); (16) "Alternative Assessment: Coming Closer To Measuring Learning" (Barbara Clark); (17) "Magnet Schools Offer Option for Gifted Students" (Kriste Mencher); (18) "Our Son Did Not Come with an Instruction Book: The Story of Our Search to Help Our Gifted Learning Disabled, ADD Son" (Sheila Moskowitz); (19) "College and Beyond: Access and Success for Students with Learning and Attention Disabilities" (Madeleine Brandli and Kathleen Pommer); (20) "Double Confusion: When a Child Is Twice Exceptional" (Marcia Dijiosia); and (21) "Highly Gifted Students: A Report from the Trenches" (Bruce Saunders). Each issue includes a lesson plan designed to develop creativity in gifted students. (CR)

ED 431 287   EC 307 271

Bortolussi, Vicki, Ed.
Communicator, 1998.
PUB DATE- 98
NOTE- 145p.; Published four times a year (Winter, Spring, Summer, Fall).
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Collected Works - Serials (022),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Ability Identification; Academic Standards; Art Activities; *Child Rearing; *College Choice; Creativity; Depression (Psychology); Educational Technology; Elementary Secondary Education; *Gifted; High Risk Students; Higher Education; Parent Child Relationship; Parent Participation; Principals; Staff Development; *Talent Development; *Teacher Education; *Underachievement
IDENTIFIERS- *Differentiated Curriculum (Gifted)

The CAG "Communicator" focuses on serving gifted students in California. This document consists of the four issues of "Communicator" issued during 1998. Featured articles include: (1) "Underachievement for Some--Dropping Out with Dignity for Others" (Sally Reis); (2) "When Gifted High School Students Fail" (Patty Bort); (3) "Choosing a College" (Cherie K. Drummond); (4) "Teaching Is Not a Profession" (Gabriel Arguilevich); (5) "They're Trading Higher Education for High Tech--But at What Cost?" (Stuart Silverstein); (6) "Kindling a Spark" (Joanne Haroutounian); (7) "Nurturing Artistic Talent in Our Children" (Marilyn Morrison); (8) "The Enchanted Mind, Creativity in the Classroom" (Diane Volz); (9) "Weaving Art and Technology into a 3-4 GATE Classroom, One Teacher's Experience" (Barbara Mohr); (10) "Existential Depression in Gifted Individuals" (James T. Webb); (11) "A Parents' Guide to Perfectionism: An Interview with Sharon Lind" (Marilyn Morrison); (12) "Recognizing and Honoring the Sensitivities of the basic evaluation procedures including the ranking system for each site selection criteria. It concludes with advice on writing a site evaluation report. Appendices contain a site evaluation matrix form with the three categories and each criteria element arranged for ranking and rank totalling, and a sample site graphic analysis. (GR)

ED 431 308 EF 005 425

Earthquake Preparedness Checklist for Schools.
SPONS. AGENCY- Federal Emergency Management Agency, Washington, DC.; California Governor's Office, Los Angeles. Office of Emergency Services.
PUB DATE- 99
NOTE- 6p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Check Lists; *Earthquakes; Elementary Secondary Education; *Emergency Programs; Public Schools
IDENTIFIERS- *California

A brochure provides a checklist highlighting the important questions and activities that should be addressed and undertaken as part of a school safety and preparedness program for earthquakes. It reminds administrators and other interested parties on what not to forget in preparing schools for earthquakes, such as staff knowledge needs, evacuation planning, nonstructural hazards to be addressed, communication system needs, and vital records protection. Also listed are emergency response actions to remember. The brochure also contains a legislative checklist of what public school administration need to do to in their schools earthquake preparedness to make sure they comply with all the provisions of state legislation. (GR)

ED 431 309 EF 005 440

Master Educational Facility Plan. Guidelines.
PUB DATE- 92
NOTE- 67p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Construction Needs; *Cost Estimates; Educational Facilities Improvement; *Educational Facilities Planning; Elementary Secondary Education; Guidelines; *Master Plans; Public Schools; *School Districts
IDENTIFIERS- *Kentucky

The State of Kentucky requires local school districts to describe both their school facilities and their district construction needs. This manual guides Local Planning Committees in the evaluation of information and the development of the Master Educational Facility Plan and District Facility Plan. Each part of the Master Educational Facility Plan and District Facility Plan is described, including the various forms to use in preparing the statistics. To provide costing consistency statewide, the document contains the 1991 cost information utilized by the Kentucky Department of Education for calculating renovation costs. (GR)

ED 431 310 FL 025 625

listing itself is divided into four main sections: software designed for Mackintosh computers, software designed for Windows/MS-DOS machines, a separate list of materials appropriate for elementary school use, and a list of CD-ROM materials developed by TESOL. Lists of publishers and contacts are also included, and contents are indexed by subject or type (bilingual, business, CD-ROM, literacy, science, Test of English as a Foreign Language) and alphabetically. (MSE)

ED 431 330 FL 025 881

Franklin, Elizabeth, Ed.
Reading and Writing in More Than One Language: Lessons for Teachers.
PUB DATE- 99
NOTE- 156p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- American Indians; *Bilingualism; Case Studies; Classroom Techniques; Creative Writing; Cross Age Teaching; Elementary Secondary Education; *English (Second Language); *Language Processing; *Literacy Education; *Reading Instruction; Reading Tests; Second Language Instruction; Student Needs; Tutors; *Writing Instruction

Essays on the language and literacy of English-as-a-Second-Language (ESL) learners, intended for teachers of limited-English-speakers in the mainstream classroom, include: "School Success for Secondary English Learners" (Yvonne Freeman, David Freeman); "The Everyday Surprise: Nourishing Literacy" (Carole Urzua); "Cross-Age Tutoring and ESOL Students" (Katharine Davies Samway, Carlyn Syvanen); "Achieving Literacy Through Multiple Meaning Systems" Kathryn Z. Weed, Monica A. Ford); "Evaluating Reading, Valuing the Reader" (Sarah Hudelson); "The Fiction Writing of Two Dakota Boys" (Elizabeth Franklin); and "A Bilingual Child's Choices and Voices: Lessons in Noticing, Listening, and Understanding" (Mary Maguire). (MSE)

ED 431 331 FL 025 883

Sutton-Spence, Rachel; Woll, Bencie
The Linguistics of British Sign Language: An Introduction.
PUB DATE- 99
NOTE- 320p.; A 90-minute video contains specially designed exercise material to accompany the book.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- *Body Language; *English; Foreign Countries; Grammar; *Language Patterns; Linguistic Borrowing; Linguistics; Metaphors; *Morphology (Languages); Negative Forms (Language); Sentence Structure; *Sign Language; Social Behavior; Verbs; Vocabulary
IDENTIFIERS- *British Sign Language; English (British)

This textbook provides support for learners of British Sign Language (BSL) and others interested in the structure and use of BSL, and assumes no previous knowledge of linguistics or sign language; technical terms and linguistic jargon are kept to a minimum. The text contains many examples from English, BSL, and other spoken and signed languages, and has over 300 illustrations. Chapters address these topics: an overview of linguistics and sign linguistics; BSL in its social context;

activities, study habits, focusing of attention, comorbidity of other learning difficulties, social relationships, help-seeking, and self-efficacy. The study found three factors were associated with success (as measured by grade point average): age (older students did better), feelings of self-confidence, and basic student responsibilities (the ability to plan and follow a sequenced schedule of activities). The study also found that students with additional learning disabilities were no more or less successful than other ADHD students. Students diagnosed with ADHD by age 15 had greater difficulty in reading and less difficulty in memorizing. Assistance at the high school and college levels was not related to academic success for these students. A statistical analysis of each survey item is attached. (Contains 14 references.) (DB)

ED 431 351 HE 032 114

Donaldson, Joe F.; Graham, Steven W.; Martindill, William; Long, Shawna; Bradley, Shane
Adult Undergraduate Students: How Do They Define Success?
PUB DATE- 99
NOTE- 29p.; Paper presented at the Annual Meeting of the American Educational Research Association (Montreal, Quebec, Canada, April 19-23, 1999).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Adult Students; Data Analysis; Definitions; Diversity (Student); Higher Education; Interviews; Qualitative Research; *Student Attitudes; *Success; *Undergraduate Students; *Undergraduate Study

This study explored how adult students define success in college and their perceptions of factors that either support or hinder achievement of this success. Thirteen returning adult students at two institutions were interviewed using a grounded theory approach. Data were analyzed inductively and iteratively to identify persistent themes. Students made clear and mutually exclusive distinctions between definitions of success in college and success in learning on the basis of two dimensions--the ownership of knowledge and the perceived potentiality or actuality of its use. Six themes emerged about factors identified as either contributing or hindering adults' success in college and learning: (1) experience, (2) maturity, (3) motivation, (4) self-monitoring ability, (5) reinforcement systems; and (6) classroom experiences. The study's findings support the need for new conceptualization of outcomes and the factors associated with these for increasingly diverse student bodies. The interview guide is appended. (Contains 33 references.) (Author/DB)

ED 431 352 HE 032 115

Hecht, Jeffrey, B.
The Institutional Review Board in Social Science Research.
PUB DATE- 95
NOTE- 12p.; Paper presented at the Annual Meeting of the Mid-Western Educational Research Association (Chicago, IL, October 11-14, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)

publications, and "real life." The papers are: "The Ethics of Deaning" (Charles Masiello); "Collegial Relations" (Len Clark); "Access to the Dean" (George Allan); "Management Techniques" (Martha Crunkleton); "So Now You Are a Dean: The First 100 Days" (Douglas Steeples); "Evaluating Deans" (David Hoekema); "Teaching and Research" (Virginia Coombs); "Relations with Other Deans" (Lisa Rossbacher); "What To Read" (Samuel Hines); "Managing Stress" (Lloyd Chapin); "Curriculum Evaluation: Department Reviews" (Peter Alexander); "Curriculum Evaluation: Other Program Reviews" (Carol Lucey); "Revising the Curriculum" (Kathleen Schatzberg); "The Politics of Change" (Charles Masiello); "Outcomes Assessment" (Lloyd Chapin); "The Accreditation of Self-Study" (Walter Swap); "Hiring New Faculty" (Linda Mantel); "Evaluating Probationary Faculty" (Linda Mantel); "Evaluating and Compensating Tenured Faculty" (David Leary); "Evaluating Department Chairs" (Elizabeth Scarborough); "Retirement Arrangements for Faculty" (Elizabeth Scarborough); "Faculty Development" (David Leary); "Faculty Loads, Special Compensation" (Philip Glotzbach); "Incentive Programs" (Peter Facione); "Affirmative Action/Equal Opportunity" (Bari Watkins); "Dismissals, Non-Renewals, Terminations" (H. Dale Abadie); "Harassment" (Lisa Rossbacher); "Physical Disabilities and Learning Disabilities" (Kathleen Schatzberg); "Strategic Planning" (David Leary); "Fund Accounting" (Douglas Steeples); "Special Budgets" (Gary Maris); "Dealing with New Technology" (Carol Lucey); "Workload, Productivity, and Cost/Benefits" (Myron Henry); "Fundraising and Entrepreneurship" (Peter Facione); "Faculty Handbook as a Living Policy Document" (James Pence); "College Catalogue" (Kathleen Schatzberg); "Responding to Criticism" (Len Clark); "Transitional Leadership: The Temporary President" (Charles Masiello); "Women Who Are Deans, Deans Who Are Women" (Linda Mantel); "Academic Deaning Despite Difference" (James Pitts); "Servant-Leadership: Deans at Church-Related Colleges" (James Pence); and "Helping Your Successor" (George Allan). (DB)

ED 431 371 HE 032 160

Reed, Jeanne, Ed.
Statistical Profile of Higher Education in West Virginia, 1998-99: Enrollment, Programs Offered, Degrees Conferred, and Completers of Teacher Certification Programs, Faculty and Staff Characteristics, Fiscal Data.
PUB DATE- 99
NOTE- 215p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- *College Faculty; *Educational Finance; *Enrollment; *Higher Education; Private Colleges; State Colleges; State Universities; Statistical Data; Tables (Data); Teacher Certification; *Teacher Characteristics; Trend Analysis
IDENTIFIERS- *West Virginia

This report presents tables showing statistical data on enrollment, degrees, conferred, faculty, and financing for West Virginia institutions of higher education. The tables are intended to depict characteristics of West Virginia's 25 colleges and universities, including five- and ten-year trends showing enrollment growth, and progress in such areas as student access and diversity. Preliminary information includes a map locating the institutions and a list of the included institutions. Tables are then grouped into the following chapters (sample tables in parentheses): (1) enrollment (credit headcount enrollment, full-time equivalent enrollment by discussions with electronic communication via e-mail and listserv. HTML "commentaries" for each class replaced traditional lectures. Most course reading was available online through access to the J-STOR database. Students learned electronic research skills in the process of searching out and analyzing course-related Web sites. This paper begins with an introductory section that lists the advantages of Web-based courses and outlines seven principles for good practice in undergraduate education. The second section discusses course design considerations, including the constructivist themes of active learning, individualization, cooperative learning, critical thinking, contextual learning, and learning to learn. Classroom technology is addressed in the third section. The fourth section describes the course, including links to other Web sites, the ability to access reserve readings, and assignments. Course design and production are covered in the last two sections, including hyperlinks, transition from text-based to HTML format, cost, and faculty role. It is concluded that creation of Web-based courses demands significant effort, but the payoff is great. (AEF)

ED 431 391 IR 019 522

Lancaster, Kenneth; Keiffer, Cheryl; Wooldridge, Deborah; McKee, Diane M.; King, Paula; Veneziano, Carol
Internet Research Applications in Health and Human Services Degree Programs: Promises and Problems.
PUB DATE- 98
NOTE- 8p.; Paper presented at the Mid-South Instructional Technology Conference (3rd, Murfreesboro, TN, April 5-7, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Access to Information; *Computer Uses in Education; Evaluation Criteria; Higher Education; *Human Services; *Information Literacy; Information Sources; Nursing Education; Research Skills; Social Work; Student Motivation; *Student Research; *World Wide Web
IDENTIFIERS- Criminal Justice; Southeast Missouri State University; Technology Integration

As research through the Internet becomes the method of choice by many students, assessment of Internet materials, student motivation to use traditional research methods, and other pedagogical concerns have become issues in the learning process. This paper describes experiences of faculty from several applied disciplines (i.e., social work, human environmental studies, criminal justice, and nursing) in the College of Health and Human Services at Southeast Missouri State University in the use of the Internet as a tool for student research. Information analysis, opinion synthesis, and methodological applications offer common problems and opportunities for the diverse disciplines. Assessment criteria, problems and solutions in the use of the Internet, and suggestions for possible efforts are reviewed. (Author/AEF)

ED 431 392 IR 019 523

Draude, Barbara J.; McKinney, Susan H.
Senior Nursing Students Comfort Levels with Computer Technology.
PUB DATE- 98
NOTE- 8p.; Paper presented at the Mid-South Instructional Technology Conference (3rd, Murfreesboro, TN, April 5-7, 1998).

Cantarella, Gina-Marie, Ed.
National Guide to Funding for Libraries and Information Services. Fifth Edition.
PUB DATE- 99
NOTE- 285p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- Directories; *Financial Support; *Grants; Information Services; Library Funding; Library Services; Organizations (Groups); Philanthropic Foundations; Private Financial Support; Public Support

This volume is intended as a starting point for grantseekers looking for foundation, corporate and other charitable support for libraries and information services. It contains a total of 880 entries including 815 grantmaking foundations, 7 direct corporate giving programs and 58 public charities (including 53 community foundations) that have shown a substantial interest in libraries or information services, either as part of their stated fields of interest or through actual grants of $10,000 or more reported to the Foundation Center in the latest year of record. Grants for libraries and information services are listed for 313 of the foundations in this volume. These 1,581 grants represent over $205.6 million in support for a variety of organizations concerned with libraries and information services. Grantseekers should be aware that inclusion does not imply that these grantmakers will consider all programs for libraries and information services. Since 1989 the Foundation Center has used a Grants Classification System (GCS) based on the National Taxonomy of Exempt Entities coding system. This edition represents the culmination of a major project to utilize the more comprehensive and precise GCS terminology across all Foundation Center publications and files. Enhancements to this guide include a new section in grantmaker descriptive entries identifying any international giving interests of an organization and an expansion of the full scope of the terminology used to describe a grantmaker's areas of interests. The Guide is arranged alphabetically by state and, within states, by foundation name. Each descriptive entry is assigned a sequence number--references in the indexes are to these entry numbers. Includes a glossary; bibliography; resources; listing of Foundation Center cooperating collections; descriptive directory; and six indexes: (1) donors, officers, trustees, (2) geographic, (3) types of support, (4) grantmakers by subject, (5) grants by subject, and (6) grantmaker name. (AEF)

ED 431 412 IR 057 374

Rogers, Camille, Ed.
Proceedings of the International Academy for Information Management (IAIM) Annual Conference (13th, Helsinki, Finland, December 11-13, 1998).
PUB DATE- 98
NOTE- 302p.; For selected individual papers, see IR 057 375-397.
LANGUAGE- English
EDRS Price- MF01/PC13 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- *Business Administration Education; Computer Uses in

as a resource for collecting, managing, and analyzing data pertaining to a variety of business problems. Yet, the number of business schools that have incorporated GIS as a significant part of even one of their core business courses is quite small. Thus, little is known about how to teach GIS in business courses and how business students respond to being taught about this subject. To examine these issues, GIS training was included as a significant part of a decision support systems course offered within a traditional business school curriculum at East Carolina University (North Carolina). Attitudes and opinions of students concerning the role of GIS in business were collected both prior to and after students were given training on GIS in the course. Results indicate that students' attitudes about the effectiveness of GIS as a decision support tool and its role in business courses improved after their exposure to the technology. However, the results also showed that students did not develop more positive perceptions about the benefit of GIS training on their careers. The paper also discusses some of the instructors' observations related to teaching GIS in business school courses. (Author/MES)

ED 431 430 IR 057 392

Adams, Carl
The Skills Audit Approach To Facilitate Undergraduate Learning.
PUB DATE- 98
NOTE- 7p.; In: Proceedings of the International Academy for Information Management (IAIM) Annual Conference (13th, Helsinki, Finland, December 11-13, 1998); see IR 057 374.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Audits (Verification); *Business Administration Education; Case Studies; Distance Education; Educational Change; Feedback; Foreign Countries; *Formative Evaluation; Higher Education; Information Technology; Management Information Systems; *Self Evaluation (Individuals); *Skill Analysis; *Student Evaluation; *Undergraduate Study
IDENTIFIERS- England

Changes in the United Kingdom higher education system have resulted in a lack of formative (i.e., student feedback) assessment: increased student numbers and reduced funding resulting in bigger classes with less tutor contact, as well as a more diverse set of student entrants with a wider set of skills resulting in a greater need for formative assessment. It has become increasingly difficult in the information systems/information technology field to monitor individual student performance and give individual feedback and direction. This paper examines one mechanism to address this difficulty, a skills audit approach. The use of a skills audit approach is described for three units at the Southampton Business School (England); the units are Information Systems and Business Skills, both core level 1 units, and Computer Auditing, an optional level 3 unit. The pedagogic value of the skills audit approach for different levels of study is discussed. A self audit approach seems particularly relevant for meeting the formative assessment needs of students and encouraging self study and ownership. There are clear indications of the suitability of such an approach for distance learning. (Author/MES)

ED 431 431 IR 057 393

an overview and highlights of adult basic education in California. Chapter 2 provides information about program services and individuals served in California's ABE (Adult Basic Education) 321/326 programs. Chapter 3 focuses on the demographic characteristics of learners, their instructional level, their reasons for enrolling, and any special programs in which they participated. Chapter 4 discusses information about local agency learners' goal attainment, which includes learners' enrollment status, progress, and results, as well as their reasons for leaving early. Chapter 5 addresses whether the local testing population represents the total local population. Chapter 6 provides information about test scores and learning gains. Chapter 7 provides information about program services. Chapter 8 provides information about program services, individuals served, and goal attainment in four specific state agency ABE 321/326 programs. Chapter 9 provides information about program services, individuals served, and goal attainment for the California special education population. Chapter 10 presents implications and ways the data collection process could be revised and improved. Population data are appended. (JJL)

ED 431 450 JC 990 369

The Annual Narrative Performance Report, 1997-98.
PUB DATE- 98
NOTE- 74p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Adult Basic Education; *Adult Programs; Correctional Education; *Educational Assessment; Professional Development; Program Evaluation; State Boards of Education; State Programs; State Surveys; Statewide Planning
IDENTIFIERS- California State Department of Education; Comprehensive Adult Student Assessment System

In California, ABE 321/326 provides funding for supplemental local assistance grants for Adult Basic Education (ABE), English as a Second Language (ESL), and ESL/Citizenship. This report presents findings and recommendations from the 1997-98 Adult Basic Education (ABE) 321/326 survey questionnaire developed by the Comprehensive Adult Student Assessment System (CASAS). The report provides documentation of ABE 321/326 program impact, trends, and emerging needs, and highlights California Department of Corrections (CDC) and local program efforts to meet the needs of California' s workers, family members, and citizen/community members. Information presented in the report is organized into the following sections: (1) Introduction, an overview of the objectives of the project and activities; (2) Methodology, an explanation of the development and implementation of the survey and data collection; (3) Profiles of Agency Respondents, information related to the numbers and types of agencies that submitted responses to the survey; (4) California's State Plan Goals, which include improving access to users, improving accountability, improving program quality and effectiveness, and improving planning and coordination; (5) Major Trends; (6) Emerging Needs, as identified by survey respondents; and (7) Recommendations, focused on the areas of accountability, technology, workforce preparation, and professional development. Appended are a list of exemplary programs, annual federal financial and performance reports, and the survey instrument. (JJL)

ED 431 451 JC 990 372

conditions render them obsolete. This flexibility allows the colleges and the system to reset priorities and reallocate resources to insure effective delivery of instruction to meet the most pressing needs of the technical colleges and the employers and the students they serve. Each colleges is required to report degree and diploma program productivity in terms of enrollment, number of graduates, and the percent of graduates placed on related jobs or continuing their studies full-time. For programs that do not meet established criteria and standards, college officials must determine whether the program shall be continued or discontinued. Program productivity is measured in quantitative terms--enrollment, number of graduates, and job placement. All colleges in the Technical Education System are required to annually to evaluate and report to the SBTCE the status of all approved degree, diploma, and certificate programs. Included are program status, programs on probation, programs on suspension, programs cancelled, programs not subject to evaluation, graduates summary data, college exhibits, and system graduate and placement data. (JJL)

ED 431 470 JC 990 394

Fante, Cheryl H.
Effects of Computer-Assisted Instruction on Developmental English Instruction at a Community College.
PUB DATE- 95
NOTE- 84p.; Ed.D. Dissertation, University of Florida.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Dissertations/Theses - Doctoral Dissertations (041)
DESCRIPTORS- Academic Achievement; Community Colleges; Compensatory Education; *Computer Assisted Instruction; Computer Uses in Education; Conventional Instruction; Developmental Studies Programs; English Instruction; *Remedial Instruction; Second Language Instruction; Two Year Colleges

The purpose of this study was to examine whether computer-assisted instruction integrated with lecture/discussion would improve student performance in developmental English when compared to a traditional lecture/discussion instructional method. A total of 180 community college students were enrolled in one of six sections of developmental English. Two-full time instructors each conducted one traditional lecture/discussion and each facilitated one section of the computer-assisted program using the INVEST software and one section of the computer-assisted program using the PLATO software. The research questions addressed were: (1) Is there a difference in achievement among students who are taught developmental English using either software as compared to students who receive instruction through traditional methods? (2) Is there are difference in achievement among students in Associate of Arts or Associate of Science degree programs who are taught developmental English using either software as compare to students receive instruction through traditional methods? The Multiple Assessment Programs and Services (MAPS) language arts pretest and posttest scores were used to measure writing achievement for all groups. A one-way Analysis of Covariance was used to analyze the relative effectiveness of the different instructional methods and to determine if differences existed between writing scores of Associate of Arts degree-seeking students and Associate of Science degree-seeking students by the different instructional methods. The results of this study support the research on the effectiveness of the computer-assisted instructional method for developmental English improvements that colleges have made, and identification of what appears to be trends in assessing each category. Also discussed is the link between restructuring and student outcomes assessment. A list of examples is provided, demonstrating how assessment results have been used by colleges to meet VCCS's restructuring goals: (1) to improve student transfer, (2) to improve skills and the performance of students, (3) to improve effectiveness and reduce the costs of developmental studies, (4) to examine the purpose and structure of the general studies associate degree, (5) to revise technology to meet workplace needs, (6) to assist faculty in incorporating instructional technology approaches, (7) increasing enrollments in dual-credit, and (8) to increase the number of students who complete the associate degree. Discusses planning, evaluation, resource allocation, and college assessment processes. (VWC)

ED 431 489   JC 990 422

Hochman, Darlene; Cummings, Kathleen; Elek-Fisk, Elvira; Jefferson, Marcia; Means, Robin; Weber, Alan
Suffolk County Community College: Early Childhood Program Review.
PUB DATE- 99
NOTE- 151p.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Academic Persistence; College Curriculum; Community Colleges; *Early Childhood Education; *Educational Objectives; Job Skills; Program Evaluation; Program Improvement; Resource Allocation; Two Year Colleges; *Young Children
IDENTIFIERS- Suffolk County Community College NY

This report reviews Suffolk County Community College's (New York) Early Childhood Program. The document begins with an overview of the program's goals, intentions, student requirements, recent student outcomes, and recommendations for future goals and focuses of the program. The program's intent is to prepare individuals for working with young children by providing them with a balanced background of theoretical knowledge, skills training, professional ethics, and practical experience. Most graduates of the program go on to teach or fill other child-related professional roles. Approximately half of the students transfer to a four-year institution. The document goes on to describe the current curriculum of the program, and makes recommendations for future changes in curriculum content. The students and staff of the program are then profiled followed by recommendations for diversification. Recent resource allocation and the major issue of New York State requirements for teacher certification and how they affect the quality of the program are discussed. The document concludes with a list of 18 program recommendations, including: (1) continue to support the developmentally appropriate focus of the program; (2) continue to solicit feedback from representatives of educational and community institutions; (3) maintain current admissions standards on all campuses; (4) continue efforts to diversify the student population; and (5) maintain the status of the college-wide coordinator to supervise the quality and administration of the program. The document contains 18 appendices. (TGO)

ED 431 490   JC 990 424

District Priorities for Institutionalization Project, Narrative.
PUB DATE- 99

representatives. This report presents knowledge attained as a result of this discussion. In addition, prior to the meeting, a poll of 17 southern states and the District of Columbia was conducted to identify verification questions states wanted to pose to HCFA; this report includes information from HCFA responses, specifically: verification requirements at application and verification requirements at redetermination. Additional issues covered in the report include: (1) Medicaid versus CHIP benefits; (2) random verification checks; (3) insurance verification; (4) alien status of CHIP applicants; (5) continuous eligibility; (6) regulation clarification; (7) paternity establishment; (8) social security number; (9) immigration status; (10) quality control concerns; (11) confidentiality; (12) remote eligibility determination; and (13) applying for children. The report includes information on the interpretation of federal rules related to verification of income, age, citizenship, resources and family composition both at application and redetermination. The need for clarification on verification and other eligibility issues is discussed, as is the importance of state initiatives to reduce the verification burden on families while maintaining the integrity of the eligibility process. (JPB)

ED 431 508 PS 027 332

Merry, Sheila M.; Peters, Clark M.; Goerge, Robert M.; Osuch, Ruth; Minor, Maria; Budde, Stephen
Timeliness and Delay in the Cook County Juvenile Court Child Protection Division. Discussion Paper CS-45.
PUB DATE- 97
NOTE- 42p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Child Abuse; *Child Custody; Child Neglect; *Child Welfare; *Court Litigation; *Court Role; State Courts
IDENTIFIERS- Illinois (Cook County); *Permanency Planning (Foster Care); University of Chicago IL

This study suggests that court procedures in Illinois must improve to assure that more children are placed in permanent homes in a timely way. The University of Chicago's Chapin Hall Center for Children examined the timeliness of the Circuit Court of Cook County, Illinois' Child Protection Division in completing the sequence of hearings and adjudications necessary to achieve permanence (either through permanent placement or family reunification) for children who are abused or neglected. The analysis also identified practices and procedures that appear to influence the Court's ability to achieve timely permanence for children. The analysis found that although the Court is not, overall, in compliance with statutory timeliness guidelines, substantial progress has been made in improving compliance over the last few years and the improvement seems to be continuing. The analysis further found that the Court was not effective in moving toward permanent homes for children in a timely fashion once they have been placed in custody of the Illinois Department of Children and Family Services. Meeting statutory guidelines for timeliness was negatively associated with achieving a timely permanent placement. This negative association may be due to the small number of adoptions completed and the Court's tendency to delay cases where there is a perception that a return home is at all possible. (This document is relevant to the field of education in that permanent placement and family reunification are two strategies that can contribute to children's readiness to learn by

LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Class Activities; Cognitive Development; Early Childhood Education; Kindergarten; *Language Skills; *Mathematics Skills; *Play
IDENTIFIERS- *Blocks

This paper provides a brief literature review on the use of building blocks in the elementary school classroom and discusses classroom activities using blocks as they influence other subject areas. The paper includes work activities that develop mathematics and science skills, language arts and reading, and social sciences. Comments on these activities from experienced elementary school teachers are included. (JPB)

ED 431 530 PS 027 681

Family Assessment Form: A Practice-Based Approach to Assessing Family Functioning.
PUB DATE- 97
NOTE- 107p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Caregiver Child Relationship; Caseworker Approach; Check Lists; Evaluation; *Family Characteristics; Family Environment; Family Financial Resources; Family Needs; Family Problems; *Family Relationship; *Family (Sociological Unit); Individualized Family Service Plans; Measurement Techniques; Social Support Groups; Test Reliability; Test Validity
IDENTIFIERS- *Family Assessment Form; Family Strengths

The primary challenge of delivering and evaluating family-based services lies in successfully assessing changes in families. This guide provides instruction for use of the Family Assessment Form (FAF), an instrument to help practitioners assess families at the beginning of service, develop individualized family service plans, monitor family progress, and assess outcomes for individual families. The FAF is designed as a standardized form that is adaptable for a variety of clinical, procedural, and program needs. Using a 9-point rating scale for individual items, the FAF enables practitioners to complete a psychosocial assessment of six areas of family functioning that is recorded in a quantitative manner and allows for monitoring family progress. The six areas of family functioning assessed by the FAF are: (1) living conditions; (2) financial conditions; (3) support available to caregivers; (4) interactions between caregivers and children; (5) developmental stimulation available to children; and (6) interactions between adult caregivers. The instruction guide provides a rationale for family assessment, details the development of the FAF, describes the FAF, provides information on training individuals to administer the instrument, describes the use of the FAF for program evaluation, discusses its test reliability and validity, and contains instructions for completing the FAF. A complete copy of the instrument is contained in the guide, including the "face sheet," the family functioning factors section, caregiver history and characteristics section, behavior concerns/observation checklist, and the service plan and closing summary. Contains 13 references. (KB)

ED 431 075 CE 078 681

Impact of the Growth of Labour Hire Companies on the Apprenticeship System.
PUB DATE- 98
NOTE- 151p.; Project conducted by KPMG Management Consulting.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Apprenticeships; Case Studies; *Education Work Relationship; *Employment Practices; Foreign Countries; Labor Force; *Labor Force Development; Literature Reviews; National Surveys; Postsecondary Education; Public Policy; Questionnaires; Recruitment; Seasonal Employment; Systems Approach; Temporary Employment; *Vocational Education
IDENTIFIERS- *Australia; *Employment Agencies; Impact Studies

The impact of labor hire companies (employment agencies) on Australia's apprenticeship system was studied. Three data collection strategies were used: literature review; survey of a random sample of 200 labor hire firms in Victoria, New South Wales, Queensland, and Western Australia; and case studies of four recruitment and labor hire firms and their client firms. Of the 57 (29%) firms that responded to the survey, 43 returned usable questionnaires. It was discovered that, like the firms they serve, labor hire firms may be small, medium, or large. Labor hire firms operate in all of Australia's states and industries but focus on main population and employment centers. Labor hire firms have a relatively young work force, primarily offer short-term replacement/supplementation services, rely on client relationships and repeat business, and have skilled and experienced work forces drawn from the available skill pool and the labor force. It was concluded that, although labor hire has not caused Australia's decline in apprenticeships, it may have contributed to the deferral of consideration of longer-term skill requirements. (Twenty-seven figures/tables are included. Appendixes constituting approximately 60% of this document contain the following: 45 references; 4 case studies; and the survey questionnaire and a summary of responses.) (MN)

ED 431 076 CE 078 694

New Work: The Revolution in Today's Workplace.
PUB DATE- 99
NOTE- 13p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Serials (022),Numerical/Quantitative Data (110)
DESCRIPTORS- Adult Education; *Economic Change; *Education Work Relationship; Employer Employee Relationship; *Employment Patterns; *Employment Practices; Labor Force; *Labor Market; Organizational Change; *School Business Relationship; Small Businesses; Technological Advancement; Trend Analysis; Unions; Work Environment
IDENTIFIERS- High Performance Work Organizations

The U.S. economy, workplace, and work are in the midst of historic change. New ways of organizing and managing the workplace and new ways of working are becoming increasingly common. Large companies are giving way to smaller and leaner organizations. Today, the typical business establishment employs 15 people. Across all industries, smaller establishments are growing faster than larger establishments are. Boundaries among companies are blurring as more and more

Challenges for the Professions in Europe" (Valerie A. Mitchell); "CPD--A View from Industry" (William Francis, Bernard Dawkins); "Evaluation for HEFCE Higher Education Funding Council for England of the CVE Initiative" (Alan Marr, Glenn Rikowski); "Managing Change, Changing Managers: CPD in a Restructured Industry" (Stephen Birchett); "CPD and the Assessment of Professional Competence in Surveying" (Sarah Sayce, Mike Green, Tom Kennie); "An Independent Learning Module: Would It Work for You?" (Jenny Smith); "Flexible Provision of Open Learning: Working in Partnerships to Provide Vocational Education in Rural Areas" (Susan Clayton); "Identifying Good Practice in the Promotion of CVE" (Anthony Amatrudo); "Europe and Credit Transfer" (Gaie Davidson-Burnet, Paul Bulley); "Learning Better from Experience" (Mike Edmunds); "Understanding the Learner: A New Paradigm for University CPD" (Roseanne Benn); "Fast Forward to the Future: Corporate and Academic Learning Partnerships--The Case of the University of Surrey and Fina plc" (Barbara Cox); "Promoting Added Value through Evaluation of Training" (Jane Field); "Networking on CVE in Europe" (Edward Thomas); "Needs and Deeds: A Case Study in Providing for Self-Managed Learning" (Sue Thurston); "Continuing Professional Development: A Discussion Paper" (Bob Gibbs, Harry Gray); "A Model for a Generic Continuing Professional Development Masters Programme" (Gillian Jordan, Bernadette Katchoff); and "CPD and Doctoral Study" (Jonathan Garnett, Lucy Thorne). (MN)

ED 431 094   CE 078 747

Alderton, Jane
Factors Which Facilitate Workplace Learning: Confidence, Challenge and Support.
PUB DATE- 99
NOTE- 33p.; Paper presented at the Annual Meeting of the American Educational Research Association (Montreal, Quebec, April 19-23, 1999).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Achievement; Adult Education; *Adult Learning; Allied Health Occupations; Business; *Education Work Relationship; Employer Employee Relationship; Engineering; Foreign Countries; *Learning Motivation; *Learning Processes; *Professional Development; Professional Occupations; Success; Work Environment
IDENTIFIERS- *England

The midcareeer learning of 120 professionals in 12 contrasting business, engineering, and health care organizations was examined to identify factors facilitating workplace learning. Individuals were interviewed regarding their current work and ways they acquired the necessary know-how and knowledge for their jobs and improved or extended their performance. After 6-12 months, 88 (73%) of the same individuals were reinterviewed about factors affecting their further learning. Most of the learning reported was nonformal and unplanned, and it arose naturally from the demands of individuals' work. Learning was enhanced under circumstances in which they perceived a challenge that had to be met. Learning was also promoted by individuals (or their work teams) actively creating their own challenges. Learning from other people was the preferred mode of learning. Learning in response to challenge was affected by how individuals were supported in the microculture of their immediate work environment and especially by their immediate and social partners' role, CVT and competitiveness, enhanced employability, social exclusion prevention, and finance. Conclusions were as follows: CVT has an important role in Central and Eastern European countries for underpinning and stimulating the transformation process and preventing social exclusion and for introducing systemic reforms in the education and training systems to cope with ongoing changes in employment and growing labor market uncertainty; and CVT cannot be left to short-term interventions. (YLB)

ED 431 113 CE 078 788

Round Table on Vocational Education and Training against Social Exclusion (Bohinj, Slovenia, October 4-6, 1998). Conclusions. Skills Needs Analysis.
PUB DATE- 98
NOTE- 11p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - General (140)
DESCRIPTORS- Continuing Education; *Disadvantaged Youth; *Dropout Prevention; Educational Needs; Foreign Countries; Needs Assessment; Role of Education; Secondary Education; *Socioeconomic Status; *Vocational Education
IDENTIFIERS- Europe (Central); Europe (East); *Hungary; *Slovenia

Some 40 individuals from 12 Central and Eastern European partner countries and experts from Austria, Germany, Spain, and the United Kingdom participated in a roundtable session designed to stimulate discussion and action on reforming vocational education and training (VET) so that it can prevent youths from dropping out of school and experiencing social exclusion. Special attention was paid to the experiences of Slovenia and Hungary. These experiences were compared to those of European Union countries, where dropouts are finding it increasingly difficult to get jobs. Conclusions were as follows: (1) school leavers without vocational qualifications risk social exclusion; (2) dropout prevention should focus on improving the quality and relevance of general education and the labor market relevance of vocational education; (3) specific initial approaches should target those students in need of support; and (4) continuing training measures for young adults should be developed. (MN)

ED 431 114 CE 078 789

Transnational Analysis of Vocational Education and Training in the Countries of Central and Eastern Europe. Report.
PUB DATE- 99
NOTE- 54p.; For a related document, see CE 078 790.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Comparative Analysis; Continuing Education; Curriculum Development; *Educational Administration; Educational Change; *Educational Finance; Educational Legislation; Educational Needs; Educational Objectives; *Educational Policy; Foreign Countries; Government School Relationship; National Standards; Needs Assessment; Postsecondary Education; Professional Education; School Business Relationship; Secondary Education; Teacher Education; *Vocational Education
IDENTIFIERS- *Europe (Central); *Europe (East)

Vocational education and training (VET) in 10 Central and Eastern European countries--Bulgaria, Czech Republic, Estonia, Hungary, four key principles: multiplicity, connectedness, critical intelligence, and transformation. The FE curriculum design model coherently assembles four key aspects of FE teaching and learning: educational practices, learning outcomes, recognition outcomes, and pathway outcomes. Educational practices include the following: the initial assessment, selection, and placement processes; pedagogical processes (modes, media, activities, resources); integral assessment processes; and continual evaluation of learning processes. Learning outcomes include three interactive variables: subject context, conceptual and linguistic development, and learning to learn. Recognition outcomes cover formal and informal recognition of what has been learned. Pathway outcomes suggest destination, choice, direction, access, barriers, and progress. A key factor is transferability. The framework entwines two strands given prominence in relevant policies: quality and choice. (Appendixes contain the four aspects and four principles at a glance, 41 references, and an index.) (YLB)

ED 431 132 CE 078 828

Freedman, Stephen; Mitchell, Marisa; Navarro, David
The Los Angeles Jobs-First GAIN Evaluation. First-Year Findings on Participation Patterns and Impacts.
SPONS. AGENCY- Los Angeles County Dept. of Public Social Services, CA.; Ford Foundation, New York, NY.; Department of Health and Human Services, Washington, DC.
PUB DATE- 99
NOTE- 222p.
LANGUAGE- English
EDRS Price- MF01/PC09 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Adult Education; Adult Programs; Economically Disadvantaged; *Employment Patterns; *Employment Programs; Federal Legislation; *Income; Job Placement; Job Training; Program Effectiveness; Unemployment; *Welfare Recipients; *Welfare Services
IDENTIFIERS- California (Los Angeles County); *Greater Avenues for Independence; *Temporary Assistance for Needy Families

The Personal Responsibility and Work Opportunity Reconciliation Act of 1996 replaced Aid to Families with Dependent Children (AFDC) with block grants to states, called Temporary Assistance for Needy Families (TANF). Consistent with TANF's philosophy and goals, Los Angeles Jobs-First GAIN (Greater Avenues for Independence) emphasized job search assistance and imparted a strong pro-work message to move thousands of AFDC/TANF recipients quickly into jobs and off welfare. Central to the Jobs-First GAIN evaluation was an experimental design based on random assignment. Nearly 21,000 single parents and members of 2-parent households were randomly assigned to experimental and control groups. Experimental group members had access to Jobs-First GAIN's program services and Work First message. Control group members were precluded from receiving Jobs-First GAIN services until the end of the followup period for the evaluation. Main findings were as follows: Jobs-First GAIN produced a substantial initial boost in employment and earnings; produced small reductions in welfare and food stamp receipt, but larger decreases in expenditures for public assistance; helped welfare recipients replace welfare dollars with earnings, though their overall income remained about the same; achieved larger employment and earnings gains than the county's previous, basic-education-focused program; and produced positive effects for many different types of welfare recipients. (Contains 42 references, 38 tables, and 12

NOTE- 274p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Conflict Resolution; *Counseling Techniques; Daily Living Skills; Ethics; *Group Counseling; Group Dynamics; *Human Services; Interpersonal Competence; Leadership Qualities; Learning Theories; *Psychoeducational Methods; Psychological Services

With the growth of the health industry and the expansion of specific human services programs, a need exists not only to assist those individuals with mental health problems, but also to provide assistance to others. There is a demand for a means to provide better living for otherwise functioning people in matters of communication, grief, work relationships, and personal relationships. Focusing on psychoeducational groups to facilitate better living, this book is geared specifically toward human service education students in group classes. Psychoeducational groups are primary for mental health professionals, such as school counselors, organizational trainers, alcohol and drug education and treatment professionals, social workers, and support group leaders. This book covers principles essential to the human service student's studies. For example, included are the major theories of learning, the principles of group instruction, a unique strategy for dealing with conflict, a guide for planning and leading experimental activities, and sample materials needed for leading psychoeducational groups within business, industry, and social agencies. (Contains 64 references.) (GCP)

ED 431 150 CG 029 202

Zwiers, Michael L.; Morrissette, Patrick J.
Effective Interviewing of Children: A Comprehensive Guide for Counselors and Human Service Workers.
PUB DATE- 99
NOTE- 247p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Adults; Aggression; Child Abuse; Child Custody; Child Development; *Children; Clinical Diagnosis; Confidentiality; Counseling Techniques; Counselor Client Relationship; Counselor Training; *Counselors; Cultural Pluralism; Data Collection; Deception; Disabilities; Ethics; Evaluation; Guidelines; Interpersonal Communication; *Interviews; Language; Memory; Methods; Questioning Techniques; Recall (Psychology); Research; Resistance (Psychology); Socialization; Special Needs Students; Withdrawal (Psychology)

Interviews comprise the majority of professionals' interactions with children. In order to conduct effective interviews, professionals must possess effective communication skills, as well as knowledge of growth and development issues, data collection, and analysis. Though this is an important area of study, there has yet to be a book that effectively addresses this topic. In most cases, students studying to become clinicians are forced to rely on the observations of practicing school-based practitioners are discussed. (Contains 1 figure and 44 references.) (Author/MKA)

ED 431 168 CS 013 535

Abouzeid, Mary P.; Burgess, Kathleen A.
Using Personal Narratives during Diagnosis: Clinical Revelations.
PUB DATE- 98
NOTE- 41p.; Paper presented at the Annual Meeting of the National Reading Conference (48th, Austin, TX, December 2-5, 1998).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Childrens Writing; Elementary Education; Elementary School Students; Higher Education; *Personal Narratives; Reading Centers; *Reading Diagnosis; Reading Research; *Remedial Reading; Teacher Education

The reading clinic at the University of Virginia continues to refine its test battery every year: a new refinement involves collection of more naturalistic language samples and writing samples to add depth to the understanding of children's developing language structures. The "tell a story to get a story" protocol provides a method for new reflection as the teacher or diagnostician tells a personal narrative and then passes the story turn to the child. Twenty-five teachers enrolled in a graduate introductory reading diagnosis course were introduced to the protocol: 21 completed an assignment to try out the protocol. The protocols, oral transcriptions, and written personal narratives of 8 children (in grades K-5) were analyzed. Analysis indicated that the teachers were using neutral sub-prompts and were careful to listen to children as they told their narratives. Teachers in the class were surprised and delighted with the comparisons that could be made between the two forms of narratives. The graduate students also learned how important it is for teachers to instruct children in spelling. By placing the oral transcription next to the written narrative, teachers can see the strengths of a child's own language. The two forms show a child's ability to transfer thought from one sphere to another and the confidence s/he has in the act of writing. (Contains 7 references and 4 figures of data; an appendix contains each child's diagnostic summary, transcribed personal narratives, and written narrative.) (NKA)

ED 431 169 CS 013 552

Reading Education in Idaho. Idaho's Literacy Act: Every Child's Birthright. Report to the Legislature.
PUB DATE- 98
NOTE- 121p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Instructional Effectiveness; Phonics; Primary Education; Program Descriptions; Reading Achievement; *Reading Instruction; *Reading Research
IDENTIFIERS- Balanced Reading Instruction; *Idaho; Phonemic Awareness

This report contains 11 recommendations and a call to action designed to ensure that every child in Idaho is able to read at the appropriate level by the end of third grade. It was requested by the 1997 Idaho Legislature, which acknowledged that reading is fundamental to a student's ability to achieve his or her full potential. The research outlined in the report

ED 431 190 CS 216 770

Dierking, Connie Campbell; Anderson-McElveen, Susan
Teaching Writing Skills with Children's Literature.
PUB DATE- 98
NOTE- 165p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Childrens Literature; Class Activities; Elementary Education; Language Arts; *Reading Writing Relationship; *Writing Instruction; *Writing Processes; *Writing Skills; Writing Workshops
IDENTIFIERS- Minilessons; Response to Literature; *Trade Books

Intended for teachers, this workbook uses 20 well-known children's books as models to teach expository and narrative writing skills. The workbook teaches students about brainstorming, focus, organization, elaboration, and writing conventions with readily-available quality children's literature, such as "When I Was Young in the Mountains," "Scrabble Creek," "Owl Moon," "Alexander and the Terrible, Horrible, No Good, Very Bad Day," and "Ira Sleeps Over." Using the techniques of good writers as models, the workbook takes teacher and students step-by-step through each component of the writing workshop mini-lesson--each lesson proceeds through a mini-lesson with specific language, models, examples, and prewritten charts. A primary and intermediate level lesson for each selection in the workbook make it easy to match the mini-lesson with the readiness level of students. Teachers can build skill mastery in their students by using the mini-lessons in the order they are presented in the workbook, or pick and choose to suit their own programs. The workbook has been classroom tested by teachers. (NKA)

ED 431 191 CS 216 771

Kiester, Jane Bell
Blowing Away the State Writing Assessment Test. Four Steps to Better Scores for Teachers of All Levels. Revised.
PUB DATE- 99
NOTE- 129p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Elementary Secondary Education; *Scores; *Standardized Tests; *State Standards; Student Evaluation; *Test Wiseness; Testing; *Writing Evaluation; *Writing Strategies
IDENTIFIERS- *State Competency Tests

This workbook provides four classroom-proven steps to improve students' narrative, expository, and persuasive writing, and to raise student scores on standardized state writing tests. Following an introduction, the workbook is divided into the following sections which conform to the four steps: Step One: Teach Students to Write Strong Verb Practice Paragraphs; Step Two: Teach Students How to Score the State Writing Assessment Test; Step Three: Teach Students How to Plan and Write a Standard Five-Paragraph Essay (and Narrative Story) and Have Students Plan, Write, Evaluate, and Score at Least Fifteen before the Day of the Test; and Step Four: Teach Students to Be Able to Write from a Point of View Other Than Their Own

Leaders. Agenda for Education in Democracy. Volume 1.
PUB DATE- 99
NOTE- 367p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Case Studies; Cooperative Programs; Democratic Values; Educational Change; Elementary Secondary Education; *Instructional Leadership; *Leadership Qualities; Leadership Training; Management Development; School Administration

This book examines the history, philosophy, pedagogy, and evolution of the Institute for Educational Inquiry's Leadership Program. It constitutes volume 1 of the Agenda for Education in a Democracy series, a series that offers strategies for pursuing the simultaneous renewal of schools and the education of educators. The Leadership Program provides a forum through which participants can explore educational and social issues, build their own leadership capacities, and advance the agenda in their own settings. The text is divided into four parts. Part 1 explores the background and mission of the agenda. Part 2 discusses how to advance the agenda through the core curriculum, describing how to integrate students into a democracy. It focuses on the place of knowledge in the human conversation, access to knowledge, a public pedagogy of nurture, voicing democracy in an imperfect world, and serving as moral stewards of the schools. Part 3 offers case studies on how to develop leadership. Examples from Hawaii, St. Louis, Nebraska, New Jersey, South Carolina, and Utah illustrate the practice of the program. The last section details lessons in leadership development, showing how the program engenders change. Two appendices list the 19 postulates for educational renewal and the partner schools. (RJM)

ED 431 213   EA 029 765

Herman, Jerry J.; Herman, Janice L.
School Planning and Personnel: A Resource Guide to Effective Administration.
PUB DATE- 98
NOTE- 320p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Boards of Education; Decision Making; *Educational Administration; Educational Finance; Elementary Secondary Education; *Management Systems; *Participative Decision Making; School Community Relationship

This guide describes how to include employees and school customers in decision making. It stresses the belief that inclusion results in better decisions than those made by individuals or by a specific group. The volume is directed to two audiences: practitioners and citizens who are responsible for making decisions related to a school's human resources, programs, or activities, and graduate students who intend to become school administrators. The book is organized into 12 chapters. Each chapter ends with real-life examples, a summary, and a list of exercises. The chapter titles include "Getting to Know You," "Teaming for Success," "Enlarging the Circle," a means to successful change. Contains 43 references. (RJM)

ED 431 231 EA 029 878

Obisesan, Anthonia A.
Quality Management and System Change in Three Suburban Public School Districts.
PUB DATE- 99
NOTE- 32p.; Paper presented at the Annual Meeting of the American Educational Research Association (Montreal, Quebec, Canada, April 19-23, 1999).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Administrator Role; Change Strategies; Educational Change; *Educational Improvement; Elementary Secondary Education; Instructional Leadership; Leadership Responsibility; Longitudinal Studies; *School Administration; Suburban Schools; *Total Quality Management

This report examines the potential of Quality Management (QM) to enhance system change by analyzing its implementation in three suburban public school districts. The paper assessed the capacity of QM to increase the efficiency and productivity of the school districts, validated the potential to sustain systemic change in a school organization, and determined the capacity to meet the needs of other school districts. For the research, qualitative data from three school districts in the northeastern part of the United States were collected. Three hundred subjects including instructional and noninstructional staff, leaders, students and stakeholders were interviewed; 100 teams were observed; and documents covering a 5-year period were analyzed. The data were used to compare and contrast the implementation of QM in the districts. Findings suggest that QM influenced leadership motivation for change and fostered three different collaborative implementation styles. QM was found to be adaptable to improving key school issues, such as human-resource development, academics, discipline, budget, and socialization based on team efforts and problem-solving approaches and benchmark practices. QM facilitated improved communication within organizations, including sharing of information through survey data, regular news publications, intervention, accountability, assessment, and planning team meetings. QM also enhanced collaboration and understanding among different members, departments, and buildings. Although QM appeared to be time consuming, it grew into a culture with members' and policy makers' involvement in team operations; which saved time, eliminated fear, and maintained stability. Appendices include Deming's 14 points and their application to education and school improvement, an example of quality workshop delivery, and sample interview questions. (RJM)

ED 431 232 EA 029 879

Kochan, Frances K.; Spencer, William A.; Mathews, Jerry
The Changing Face of the Principalship in Alabama: Role, Perceptions, and Gender.
PUB DATE- 99
NOTE- 30p.; Paper presented at the Annual Meeting of the American Educational Research Association (Montreal, Quebec, Canada, April 19-23, 1999).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference

(Contains over 250 references.) (CR)

ED 431 250 EC 307 228

Botterbusch, Karl F.; Miller, John W.
A Survey of Community-Based Rehabilitation Programs: Goals, Outcomes, Consumers, Finances, and Changes.
SPONS. AGENCY- National Inst. on Disability and Rehabilitation Research (ED/OSERS), Washington, DC.
PUB DATE- 99
NOTE- 72p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Adults; *Community Programs; Delivery Systems; *Disabilities; Financial Support; *Institutional Characteristics; Outcomes of Treatment; *Program Costs; *Program Design; *Rehabilitation Programs; Services; Trend Analysis

This report discusses the outcomes of a study that examined the present state of 124 community-based rehabilitation programs (CRP) and future trends. Results indicated: (1) the typical CRP served an average of 219 consumers daily and had total revenues of $5.262 million; (2) more than 60 percent of the CRPs offered programs in the following areas: supported employment, sheltered employment programs, job skills and work adjustment programs, and vocational education and assessment; (3) almost 60 percent offered placement programs; (4) facilities pursue general goals to enable consumers to achieve competitive employment, and specific goals related to services and programs; (5) the most common outcomes were supported employment, competitive employment, and earning enough to be self-supporting; (6) all facilities served persons with disabilities and most served persons with either severe or multiple disabilities; (7) most revenues come from public fees for consumer services, such as state vocational rehabilitation, developmental disabilities, and mental health sources; (8) fees for services covered a mean percentage of 76 percent of the cost of providing services; and (9) slightly over half of the sample believed that expected changes in funding would affect the operations and provision of services in a negative way. (Contains 17 references.) (CR)

ED 431 251 EC 307 230

Cavallaro, Claire C.; Haney, Michele
Preschool Inclusion.
PUB DATE- 99
NOTE- 416p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Behavior Modification; Case Studies; Classroom Techniques; *Disabilities; Evaluation Methods; *Inclusive Schools; Inservice Teacher Education; Parent Participation; Parent School Relationship; Peer Relationship; Preschool Education; Program Implementation; Regular and Special Education Relationship; Social Development; *Student Evaluation; *Teacher Collaboration; Teacher Education; *Theory Practice Relationship

LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Disability Identification; Early Childhood Education; Early Identification; Early Intervention; Foreign Countries; *Gifted Disabled; Higher Education; Interviews; Knowledge Base for Teaching; *Learning Disabilities; Parent Teacher Cooperation; *Preschool Children; Preschool Education; *Preservice Teacher Education; Program Development; *Student Teacher Attitudes; *Student Teachers; Teacher Collaboration
IDENTIFIERS- Australia

This study interviewed six preservice teachers in early childhood education at an Australian university concerning their knowledge about and attitudes toward young gifted learning disabled children. Information was sought concerning the subjects' understanding of the term "gifted learning disabled" as well as their ability to identify such children. The preservice teachers were also asked the types of strategies they would use in identifying, planning, and programming for such a child. Excerpts are provided from the interviews showing that students generally had a high level of confidence about defining the term "gifted learning disabled," felt that identification during the preschool years was difficult but possible, had already encountered children they regarded as gifted learning disabled, and stressed the importance of collaboration with colleagues and parents in program planning. Contains 20 references. (DB)

ED 431 270 EC 307 252

Medwetz, Laura; Vandercook, Terri; Hoganson, Gary
A Preferred Future Worksheet: A Process for School Teams. Together We're Better Series .
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- 99
NOTE- 13p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Brainstorming; *Decision Making; *Diversity (Student); *Educational Objectives; Elementary Secondary Education; *Goal Orientation; Meetings; *Planning; *Teamwork

The Preferred Future Worksheet is a planning tool that can assist school members or teams who are dealing with a school problem or issue. The worksheet has been designed to assist in analyzing the current situation, identifying a preferred future, and then creating a plan of action. Introductory material urges heterogeneous group membership and offers tips for facilitating the "preferred future" process such as: keep the group size under 10 members, assign roles within the group for effective facilitation of the process, and allow sufficient time (such as 2 hours) to complete planning sessions. The six steps of the process are then each briefly described: (1) define concerns and envision a preferred future (10 minutes); (2) identify strengths and barriers (15 minutes); (3) brainstorm strategies (25 minutes); (4) select possible strategies (20 minutes); (5) prioritize strategies (10 minutes); and (6) develop a plan (30-40 minutes). A blank worksheet is provided and followed by a completed sample resulting from a meeting of a group of school staff members to

Gifted Children" (Joan Franklin Smutny); (13) "Creativity and Mental Health" (Donna Hamer); (14) "Differentiating the High School Curriculum" (Steven Kahl); (15) "Identifying and Selecting Teachers for Gifted Students" (Norman J. Mirman); (16) "Are You a Gifted Teacher?" (Judith Roseberry); (17) "The Multi-faceted Role of the Principal: A Teacher's View" (Peter Brady); (18) "Restructuring the Concept of Staff Development" (Sandra Kaplan); (19) "Professional Development Practices in Gifted Education" (Karen L. Westberg and others); and (20) "Standards for Professional Development" (National Association for Gifted Children). (CR)

ED 431 288   EC 307 272

A Parents' Guide: The Educational Rights of Students with Disabilities. Revised 1998.
PUB DATE- 98
NOTE- 68p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Confidentiality; Conflict Resolution; *Disabilities; *Discipline; Early Intervention; Educational Legislation; Elementary Secondary Education; *Eligibility; *Federal Legislation; *Individualized Education Programs; Preschool Education; Services; *Special Education; Student Evaluation; Student Records
IDENTIFIERS- Academic Accommodations (Disabilities); Americans with Disabilities Act 1990; Illinois; *Individuals with Disabilities Education Act

This guide is designed to inform Illinois parents of children with disabilities about their childrens' educational rights and about special education services. Topics covered include: (1) steps to getting services, parent participation, and examples of modifications; (2) screening, referral, evaluation, and conference; (3) eligibility categories for special education; (4) the Individualized Education Program, placement considerations and conflict resolution; (5) student discipline, behavioral interventions, time out, in-school and out-of-school suspensions, and bus suspensions; (6) conflict resolution, complaint investigation, mediation, and due process hearings; (7) confidentiality of student records, information provided to divorced parents, challenging a child's records, and filing a complaint; (8) early childhood services, transition from early intervention, and referral; (9) educational surrogate parents; (10) Medicaid and confidentiality; (11) the State Advisory Council for the Education of Children with Disabilities; and (12) special education rules and regulations contained in the Individuals with Disabilities Education Act, Section 504 of the Rehabilitation Act of 1973, and the Americans with Disabilities Act. The last three sections of the booklet contain sample letters, a parent dictionary, and legal and/or advocate information. (CR)

ED 431 289   EF 005 329

Advisory on Relocatable and Renovated Classrooms. IAQ Info Sheet.
PUB DATE- 96
NOTE- 6p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.

Khubchandani, L. M.
Language Ideology and Language Development.
PUB DATE- 97
NOTE- 23p.; Reprinted with permission in "The International Journal of the Sociology of Language", vol. 13, 1997, pages 33-51. An earlier version of this paper was presented at the Discussion Forum of the Indian Institute of Advanced Study (Simla, India, April 1974).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Journal Articles (080),Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Colonialism; Diachronic Linguistics; Educational History; *Educational Policy; Elementary Secondary Education; Foreign Countries; Higher Education; Indigenous Populations; Language Maintenance; Language Minorities; *Language of Instruction; *Language Role; Multilingualism; Public Policy; Uncommonly Taught Languages
IDENTIFIERS- Asia (South); *India

An examination of the language-related educational policies of South Asia, and particularly of India, finds that language policies among colonial administrators and the native elite for over a century has left a deep imprint on contemporary language ideologies of different nations. The discussion begins with a look at the Indian dual education system before the consolidation of British rule on the subcontinent at the beginning of the nineteenth century, with instruction given in Sanskrit and Arabic-Persian. The rival British educational system later eclipsed the traditional systems, and as it evolved, it effectively ignored all mediums of instruction except English. The struggle for Indian independence brought with it substantial conflict over the British education system, and the issue of language of instruction became politicized. Patterns of native language use and language policy in India and other South Asian areas are described, and the problems facing many multilingual developing nations as a result of current language usage and strategies are discussed briefly. Contains 47 references. (MSE)

ED 431 311   FL 025 626

Khubchandani, Lachman M.
Linguistic Diasporas and the Sindhi Biradari.
PUB DATE- 98
NOTE- 16p.; Paper presented at the SAARC Conference on Extending Multilingual and Multimedia Information Technology (Pune, India, September 1-4, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Ethnicity; Foreign Countries; Geographic Distribution; Identification (Psychology); Indigenous Populations; *Information Technology; *Language Minorities; *Language Role; *Migration Patterns; Social Change; Technological Advancement; *Uncommonly Taught Languages
IDENTIFIERS- Asia (South); India; *Pakistan; *Sindhi

A discussion of the Sindhi language diaspora, the biradari, across India and Pakistan looks at the implications of this geographic dispersal for the cohesion of the Sindhi-speaking community and culture. Three sociocultural characteristics of the scattered population are identified: urbanization; near-constructing sign sentences; questions and negation; mouth patterns and other non-manual features in BSL; morphology and morphemes in BSL; aspect, manner, and mood; space types and verb types in BSL; the structure of gestures and signs; visual motivation and metaphor; the established and productive lexicons; borrowing and name signs; socially unacceptable signs; and extended use of language in BSL. The book contains an index of signs and sign phrases. There are also exercises and a reading list for further independent study. (MSE)

ED 431 332 FL 025 884

Yeung, Alexander Seeshing; Lau, Ivy Cheuk-yin
The Verbal Academic Self-Concept Structure of University Students in a Colonial Population.
PUB DATE- 98
NOTE- 11p.; Paper presented at the International Conference of the University of Malaysia Faculty of Language (3rd, October 20-22, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Chinese; *College Students; Colonialism; Comparative Analysis; *English (Second Language); Foreign Countries; Higher Education; *Language Attitudes; Language Skills; *Second Languages; *Self Concept; Self Evaluation (Individuals)
IDENTIFIERS- *Hong Kong

A study examined the verbal (Chinese and English) self-concepts of 274 university students in Hong Kong 3 months after the end of the colonial era. The students' self-concepts in Chinese, their native language (L1), and in English, a second language (L2), were measured by two domain-specific academic self-concept scales, and were found to be two distinct constructs. The data were then tested against an internal/external frame of reference model of self-concept development that has served as a possible explanation of self-concept formation in verbal and math domains but has not been tested in the bilingual education context where the medium of instruction is the L2. Structural equation models relating Chinese and English achievement to Chinese and English self-concepts partly replicated the model. The paths leading from prior achievement to subsequent self-concept in matching language domains were positive and significant, indicating a strong external comparison with other students in forming self-concepts. However, the paths leading from prior achievement to subsequent self-concept in non-matching domains were negative, indicating that higher prior English achievement had a significant negative impact on formation of L1 self-concept. Implications are discussed. Contains 20 references. (Author/MSE)

ED 431 333 FL 025 886

Nagan, Yuen-Wan; Kong, Wai-ping
The Importance of Readership in Teaching Translation: Observations on Lexical Variations in Hong Kong, Mainland China and Taiwan.
PUB DATE- 98
NOTE- 20p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Audience Awareness; *Chinese; Contrastive

DESCRIPTORS- *Compliance (Legal); Confidentiality; *Educational Research; *Ethics; Federal Legislation; Federal Regulation; Higher Education; *Social Science Research; Social Sciences; *Standards; State Universities; Technological Advancement
IDENTIFIERS- *Illinois State University; Proposed Legislation; Researcher Subject Relationship; Students as Subjects

This paper summarizes the rules and regulations under which educational researchers are expected to operate. The role of the Institutional Review Board (IRB) in ensuring protection of research participants from unethical procedures or investigators is discussed, as is the general exemption of specific types of educational research from the IRB review process. Among the issues discussed are maintenance of subject anonymity and/or confidentiality in the light of data processing capabilities of current technology; implications of the proposed Grassley Amendment requiring parental consent for seven types of research, and the Family Privacy Protection Act of 1995. Responses of the IRB at Illinois State University (ISU) to these issues is reviewed, noting development of a set of procedures. Specific issues addressed by the ISU Board include: what it means to be "exempt"; distinguishing between teaching and research when research is conducted in conjunction with a class; the use of audio and video technologies; and the impact of new legislative restrictions. (DB)

ED 431 353 HE 032 116

Day, Kate; Grant, Ruth; Hounsell, Dai
Reviewing Your Teaching.
PUB DATE- 98
NOTE- 75p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *College Faculty; *College Instruction; Foreign Countries; Higher Education; Instructional Improvement; *Self Evaluation (Individuals); Teaching Methods
IDENTIFIERS- United Kingdom

This handbook is intended to help teachers at the college/university level assess the quality of their teaching in ways that can lead to improvement. It opens with an overview of various sources and methods of feedback likely to be most helpful and then examines how each of a range of approaches to teaching can be systematically reviewed. These include: (1) lecturing (reviewing an individual lecture, reviewing a lecture series, the lecturing process, and enhancing the lecture); (2) group-based learning (reviewing a tutorial, reviewing a series of tutorials, developing student skills, and extending expertise); (3) laboratory and fieldwork practicals (setting the agenda and methods of review); (4) project and dissertation supervision (key aspects of supervision, reviewing the student documentation, tracking student progress, ensuring equity of treatment, student feedback on projects and dissertations, and reviewing with colleagues); and (5) assignments and assessments (focus areas and sources of information, assignment setting, carrying out assessment, assignment outcomes, and assessment expertise). A final chapter stresses ongoing assessment of teaching. (Individual chapters contain references.) Contains 38 figures. (DB)

ED 431 354 HE 032 117

Hounsell, Dai; Tait, Hilary; Day, Kate

student level and course taxonomy); (2) programs offered, degrees conferred, and completers of teacher certification programs (programs and degrees offered by, respectively, public and independent institutions, degrees conferred by level); (3) faculty and staff characteristics, fall 1998 (academic rank of full-time instructional faculty, highest degree held by full-time faculty, and average nine-month salary of full-time faculty by academic rank); (4) fiscal data, 1997-98 (statements of current funds revenues, expenditures, transfers and other changes for state colleges and universities, and regular student charges (tuition, and registration, resources, faculty improvement, and other fees). (DB)

ED 431 372 HE 032 161

Brown, David W., Ed.; Witte, Deborah, Ed.
Higher Education Exchange.
PUB DATE- 99
NOTE- 95p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Collected Works - General (020)
DESCRIPTORS- *College Role; Educational Trends; *Higher Education; *Professional Education; Role of Education; *Scholarship; *School Community Relationship

Eight papers, arising from a June 1998 seminar on the professions and public life, examine issues related to the practice of public scholarship and the new connections that institutions of higher education are forging with the public. Following a foreword by Deborah Witte, the papers are: (1) "The Academy and Public Life: Healing the Rift" (Scott London), which reports on the seminar; (2) "An Ethic for the Public Scholar" (Thomas Michaud), which urges the academy to avoid academic hubris and practice self-assessment and alignment with, rather than above, the public; (3) "The Practice of the Public Intellectual" (Edward Royce), which promotes the idea of the public intellectual as a combination of scholarship and activism; (4) "Toward a Public Science: Building a New Social Contract between Science and Society" (Scott Peters, Nicholas Jordan, and Gary Lemme), which calls for a "public science" that links work and citizenship; (5) "Faculty Citizenship and the Liberal Arts" (Douglas Challenger and Craig Platt), which describes theme-based curricular reform at Franklin Pierce College (New Hampshire); (6) "Practicing and Modeling the 'Arts of Democracy': Higher Education's Renewed Civic Commitment" (Nancy L. Thomas and Deborah Hirsch), which documents changes in the relationship of higher education to its communities; (7) "An Exchange of Knowledge" (Amy Catherine Sokolowski), which reviews two books: "Transforming Higher Education: A Vision for Learning in the 21stCentury," by Donald M. Norris and Michael G. Dolence, and "The Monster Under the Bed: How Business Is Mastering the Opportunity of Knowledge for Profit," by Stan Davis and Jim Botkin; and, finally, (8) "Megachallenges" (David Mathews), which proposes four megachallenges that have implications for the relationship of higher education to the public. (DB)

ED 431 373 HE 032 162

Yellowitz, Irwin
25 Years of Progress: Professional Staff Congress/CUNY.
PUB DATE- 99
NOTE- 37p.
LANGUAGE- English

Colored data tables from online version may not reproduce clearly.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Attitude Change; College Seniors; *Computer Attitudes; Computer Mediated Communication; *Computer Uses in Education; Higher Education; Learning Activities; Multimedia Materials; *Nursing Education; Pretests Posttests; *Student Attitudes; Student Surveys
IDENTIFIERS- Computer Use; Structured Learning

This paper describes the rationale for investigating the comfort levels in utilizing computer technology by senior level students in a baccalaureate nursing program. Students were surveyed before and after being exposed to various learning activities requiring interaction with computer technology. These structured learning activities included: use of original faculty-developed multimedia presentations for the delivery of lecture material; group projects that required accessing and reading faculty developed case studies files that had been downloaded to the satellite computers; communicating class assignments, clarification of instructions, tutorial help, grades, and other information via e-mail; and computer-assisted instruction and interactive video software as tutorial aids. Results demonstrated increased comfort after the implementation of structured learning activities throughout the semester. Implications for other student groups can be drawn from these results. (Contains 11 references.) (Author/AEF)

ED 431 393 IR 019 524

Summary, Rebecca; Summary, Larry
The Effectiveness of the World Wide Web as an Instructional Tool.
PUB DATE- 98
NOTE- 8p.; Paper presented at the Mid-South Instructional Technology Conference (3rd, Murfreesboro, TN, April 5-7, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Achievement; *Computer Assisted Instruction; Economics Education; Higher Education; *Instructional Effectiveness; Pretests Posttests; *Student Attitudes; Student Surveys; Tables (Data); Use Studies; *World Wide Web
IDENTIFIERS- Access to Technology; Southeast Missouri State University; Technology Utilization

This paper describes a project in the Department of Economics at Southeast Missouri State University undertaken to assess the actual and perceived impact of the World Wide Web upon student learning. Pre- and post-surveys were administered to students in "user" (i.e., instructors who incorporate the Web at least eight times in class and require students to use it for assignments) and "non-user" (i.e., instructors who incorporate the Web less than three times and do not require its use for assignments) sections of freshman and sophomore economics classes. These surveys measured student perceptions regarding: how the use of the Web in class or for assignments enhances learning; how the use of the Web makes the class more interesting; whether teachers should require Web assignments; whether the class is boring and irrelevant; convenience of

Education; Curriculum Development; Foreign Countries; Higher Education; *Information Science Education; *Information Technology; *Management Information Systems; Teaching Methods

The conference paper topics include: business and information technology (IT) education; knowledge management; teaching software applications; development of multimedia teaching materials; technology job skills in demand; IT management for executives; self-directed teams in information systems courses; a team building exercise to software development; World Wide Web-based distance learning; information systems project groups; managing IT for performance; computer technology master plans to meet needs of college students/faculty; site visits as a teaching method in information systems courses; integrating experiential learning and community service in the education of IT professionals; student satisfaction with instructional technologies in management information systems (MIS) classrooms; student perceptions of the Internet; teaching spatial analysis in business; electronic teams and programming; linking MIS with elementary education; implementation of ISO 9000 by regional business; organizational learning; teaching soft operational research in Asia; application of theory of constraints to systems analysis and design; a master's program in information security; the skills audit approach to undergraduate learning; evaluating the changing end-user environment; IT-based instructional strategies; problems faced by innovative IT instructors; object-oriented COBOL and Java; a method for studying electronic marketing strategies; hypermedia aids for advanced learning; and collaborative learning environments for management education. Also included are the IAIM mission statement, description of the paper selection process, a list of reviewers, 1998 IAIM officers and directors, and an author index/directory. (MES)

ED 431 413   IR 057 375

Gordon, Gene M.; Chimi, Carl J.
Should the Introductory Information Systems Course Be Removed from the Business School Curriculum? A Preliminary Investigation.
PUB DATE- 98
NOTE- 9p.; In: Proceedings of the International Academy for Information Management (IAIM) Annual Conference (13th, Helsinki, Finland, December 11-13, 1998); see IR 057 374.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Business Administration Education; College Freshmen; *Computer Literacy; Computer Science Education; Computer Uses in Education; *Curriculum Development; Higher Education; Information Systems; *Introductory Courses; Knowledge Level; Pretests Posttests; *Prior Learning; Student Surveys
IDENTIFIERS- Business Schools; *Computer Use

This paper reports on the results of a preliminary investigation of the extent to which first-year students entering a university during the summer, who enroll in the introductory information systems course in a college of business, meet the requirements for the course upon entrance. A second objective is to recommend a course of action to be taken in regard to the continuance or discontinuance of the introductory information systems course. A justification for the study is that more and more students are being exposed to computers and computing in scholastic settings and as a result find the introductory

Passerini, Katia; Granger, Mary J.
Information Technology-Based Instructional Strategies.
PUB DATE- 98
NOTE- 10p.; In: Proceedings of the International Academy for Information Management (IAIM) Annual Conference (13th, Helsinki, Finland, December 11-13, 1998); see IR 057 374.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Appropriate Technology; Classification; *Educational Technology; Higher Education; *Information Technology; Instructional Design; *Instructional Development; *Learning Processes; *Learning Theories; Models; Teaching Methods
IDENTIFIERS- Conceptual Frameworks; *Technology Based Instruction; Technology Role; Technology Utilization

Greater learning can be promoted by delivering information through a variety of media and through the use of interactive applications. In this paper, the effect of information technology on learning is seen as a function of how well interactive technologies support a specific model of learning and how appropriate that model is to the learning situation. Assumptions of learning theories are reviewed and combined with specific technologies. A framework is described that uses the broad categories of objectivism and constructivism, with subsets including collaborative, cognitive information processing, and sociocultural learning, to classify learning models. Four functions (i.e., automate, informate up, informate down, and transform) of the use of information technology for instruction are linked to the pertinent technologies. Using this framework, the paper suggests an educational strategy incorporating various technologies based on these theories and combinations. A model combining the learning theories, the functionality, the type of outcome, and an appropriate technology is proposed. Four figures present a summary of learning models, dimensions of learning theories, a taxonomy of the impact of information technology on learning, and dimensions of learning theories and technology. (MES)

ED 431 432 IR 057 394

Chimi, Carl J.; Gordon, Gene M.
Issues on the Leading Edge: An Examination of Problems Faced by Innovative Instructors of Information Technology.
PUB DATE- 98
NOTE- 8p.; In: Proceedings of the International Academy for Information Management (IAIM) Annual Conference (13th, Helsinki, Finland, December 11-13, 1998); see IR 057 374.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Budgets; Computer Software; *Computer Uses in Education; Higher Education; Information Science Education; *Information Technology; *Instructional Innovation; Problems; Technological Advancement; World Wide Web
IDENTIFIERS- Computer Users; File Transfer Protocol; *Technology Utilization

This paper examines the problems faced by instructors of information technology when they try to introduce new technologies for delivering instructional material. Some of the issues discussed include: (1) dealing with new versions of

Maintaining Missouri's Tradition of Affordable Higher Education.
PUB DATE- 99
NOTE- 110p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Educational Finance; Higher Education; Need Analysis (Student Financial Aid); *Paying for College; School Funds; State Federal Aid; *Student Financial Aid; Student Loan Programs; *Tuition
IDENTIFIERS- *Missouri

This report provides contextual background for the Missouri Commission on the Affordability of Higher Education, which was established in 1998 to engage students, parents, business, higher education, and public policy leaders in a systematic dialogue aimed at ensuring that an affordable college education stays within reach of Missouri citizens. The report addresses primarily the price of undergraduate education, i.e., tuition and fees full-time undergraduate Missouri residents pay to attend college. An overview of Missouri's System of Higher Education is first presented, followed by observations on the economics and financing of higher education, including the changing role of tuition and fees, appropriations, cost of living, and per capita disposable income. Overall, the price of higher education as a percent of Missouri per capita disposable income increased from 1989 to 1997. The report also covers the role of student financial aid, noting that although the total amount available has increased in recent years, much of the aid awarded by institutions is based on merit and ability rather than financial need. Further, in recent years, the total amount in student loans has increased significantly as well. The report also presents the challenge to the states by the National Commission on the Cost of Higher Education, and a discussion of the Missouri Coordinating Board for Higher Education Initiatives and Policies Affecting Affordability. (JJL)

ED 431 452 JC 990 374

Minority Achievement Report, 1996.
PUB DATE- 96
NOTE- 17p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- *Access to Education; *Community Colleges; Diversity (Institutional); *Educational Objectives; Enrollment; Graduation; *Institutional Mission; *Minority Groups; School Holding Power; Tables (Data); Two Year Colleges
IDENTIFIERS- *Howard Community College MD

In 1996 Howard Community College (HCC) (Maryland) developed three campus goals for the next 5 years for the enrollment, retention and graduation of minority students, and for the hiring of minority faculty and staff. These goals support the college's mission statement that guarantees all residents of its service area equal access, and its statement of beliefs that the college values the diversity of its student population. First, enrollment levels for minority students will reflect population percentages by race/ethnicity within the service area. Second, graduation and transfer rates for minority students will be equivalent to those rates for the student population as a students. Contains 48 references. (Author)

ED 431 471 JC 990 395

Data and Characteristics of the Illinois Public Community College System.
PUB DATE- 99
NOTE- 179p.
LANGUAGE- English
EDRS Price- MF01/PC08 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Budgeting; *Community Colleges; *Educational Finance; Enrollment; Enrollment Trends; Faculty; Financial Audits; Money Management; *Public Colleges; School Funds; *School Statistics; *Student Characteristics; Tables (Data); *Two Year College Students; Two Year Colleges
IDENTIFIERS- Illinois Community College System

This publication, the eighteenth comprehensive data book published by the Illinois Community College Board (ICCB), contains data and characteristics of the Illinois public community college system. Data are obtained from various surveys and studies conducted by ICCB staff and from the college's annual MIS submissions. Several tables summarize data from more detailed reports that have been published separately. This document contains annual data for fiscal year 1998 and fall term data for 1998 (fiscal year 1999). Budgeted operating finance and facilities data are for fiscal year 1999. Audited financial data, unit cost data, annual enrollments, and graduate data are for fiscal year 1998. Included is information about: (1) students, including enrollment by age, gender, ethnicity, type of residency, and instructional program area; (2) faculty and staff, summarizing employment figures by gender and employment status; (3) annual enrollment and completions, including enrollments, degrees and certificates awarded, and adult education completions; (4) financial data, detailing instructional unit costs, grants paid to the system, reimbursable credit hours, operating expenses, and revenues; and (5) facilities information, including square footage on the campuses, budget for construction, and capital projects underway. Contains 62 tables and 4 figures. (JJL)

ED 431 472 JC 990 396

Gainous, Fred
Op-ed Essays: Sharing the Perspective of Alabama's Two-Year Colleges, Volume I-III.
PUB DATE- 99
NOTE- 67p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Collected Works - General (020),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Articulation (Education); *College Role; *Community Colleges; Dual Enrollment; *Education Work Relationship; Governance; *Institutional Mission; Job Enrichment; *Labor Force Development; Partnerships In Education; Two Year Colleges; Work Experience Programs
IDENTIFIERS- *Alabama

This document consists of three separately-published collections of essays by the chancellor of the Alabama College System, presenting his perspectives on aspects of the two-year college system in that state. The document begins with the system's mission statement, and an explanation of the principles underlying the mission. The essays that follow address these

NOTE- 15p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Accountability; Basic Skills; *College Outcomes Assessment; *College Role; Community Colleges; *Educational Objectives; Learning; Learning Strategies; Outcomes of Education; Program Effectiveness; Program Evaluation; Two Year College Students; Two Year Colleges; Underachievement
IDENTIFIERS- Palomar College CA

This document describes what Palomar Community College District (California) is doing to address a pressing need in higher education: the need to produce more and better student learning in exchange for the state's education investment. The need is especially crucial in regard to the greater number of underprepared students who are entering community colleges and for whom the community college may be the only open avenue to better jobs. Serious innovation to promote student success requires colleges to systematically assess learning, and then use this information to improve the curriculum. The document presents six objectives established by the district to develop credible learning outcomes measures: (1) develop definitions of core skills and standards for their assessment; (2) develop and pilot assessment of core skills; (3) pilot standards for assessment in the classroom of skills particular to specific disciplines, certificates, or vocational training; (4) institutionalize change to promote student success through the strategic planning process; (5) use assessment of student learning to develop a student success curriculum, student pedagogy, and student success support services; and (6) involve faculty and staff in ongoing discussions and decision-making with respect to student success and inform them about best practices and current research. Following the discussion on objectives, practices are suggested to fulfill those objectives. The document concludes with a design for accountability and evaluation. Contains 17 references. (TGO)

ED 431 491 JC 990 425

Partnership for Excellence Goals. A Review by the Office of Planning, Research, and Grants Development.
PUB DATE- 99
NOTE- 11p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Accountability; *Basic Skills; *College Outcomes Assessment; Community Colleges; Comparative Analysis; *Educational Objectives; Excellence in Education; *Program Evaluation; *Transfer Programs; Transfer Rates (College); Transfer Students; Two Year Colleges
IDENTIFIERS- California Community Colleges; *San Joaquin Delta College CA

This document displays information that tracks the success at San Joaquin Delta College (California) in assisting the California Community Colleges to meet established Partnership for Excellence goals. Each of the goals is displayed along with a chart that compares the performance of Delta College with the average of a comparison group of colleges and with the statewide average. The goals and performance factors include: (1) increasing the number of students transferring to a four-year institution; (2) increasing the number of certificates and degrees completed; (3) increasing the number of courses increasing stability in their lives.) (JPB)

ED 431 509 PS 027 334

Wulczyn, Fred H.; Sheu, Eileen
Setting Capitated Rates for Child Welfare Programs. Discussion Paper CS-47.
PUB DATE- 98
NOTE- 19p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Change Strategies; *Child Welfare; Economically Disadvantaged; *Finance Reform; *Financial Policy; Foster Care; Low Income Groups; Poverty Programs; *Welfare Services
IDENTIFIERS- *Capitation Support; Reimbursement Programs

Child welfare services currently operate in an environment characterized by increasing need for services, and calls for cost containment and system reform. To survive in this environment, foster care agencies will have to reexamine their use of resources to ensure that they are used to achieve the best possible outcomes for the children in their care. Capitated payments--preset reimbursement for services over a specified length of time, most often used in health care delivery--are a potentially useful approach for foster care agencies. Unlike fee-for-service systems, capitated payments are obtained prospectively, permitting the agency to engage in long-range planning for the allocation of resources, and to purchase alternative services as well as foster care. Issues related to setting a capitation rate include estimating foster care utilization, setting a capitation rate, and calculating the maximum rate of expenditure permissible for solvency under the proposed capitation rate. (Includes calculations for a hypothetical capitation rate.) (This document is relevant to the field of education in that permanent placement and family reunification are two strategies that can contribute to children's readiness to learn by increasing stability in their lives.) (JPB)

ED 431 510 PS 027 448

Guidelines for School Medication Administration. Part I: Administrative Policies and Procedures. Part II: An Instructional Program for Training School Personnel To Give Medication. Third Edition.
PUB DATE- 98
NOTE- 113p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Child Health; Educational Administration; Educational Policy; Elementary Secondary Education; Instructional Materials; *School Health Services; State Legislation
IDENTIFIERS- Colorado; *Medications

Increasing numbers of students must be given medications at school, with a variety of staff assisting these children. In order to standardized the format for instructing personnel in

ED 431 531 PS 027 683

Hodge-Williams, John; Wynn, Joy F. Spratley; Godsey, Cheryl Mason
Quality-Centered/Team-Focused Management.
PUB DATE- 98
NOTE- 137p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Administration; Brainstorming; Child Welfare; Empowerment; Management Teams; Needs Assessment; *Organizational Change; Public Agencies; Quality Circles; *Quality Control; *Social Services; Teamwork; *Total Quality Management
IDENTIFIERS- Client Satisfaction; Continuous Quality Improvement

With the nationwide implementation of managed care and the eroding financial base for children's services, social service agencies need new organizational systems to survive. This handbook provides an overview of one new system, Total Quality Management (TQM), as it relates to the child welfare field. The book's chapters are: (1) "Total Quality Management and Its Applications to Child Welfare Practice"; (2) "Customer Service"; (3) "Leadership: The Role of Management in a TQM Organization"; (4) "Team Work and the Role of Employees"; (5) "Continuous Quality Improvement and Measurement"; (6) "TQM Work Process Analysis"; (7) "How TQM is Accomplished"; and (8) "Steps in the TQM Process." Each of the chapters includes exercises and contains references. The handbook's three appendices include a sample strategic planning process, a list of ten unique characteristics of high performance teams, and a list of suggested readings. (JS)

ED 431 532 PS 027 688

Child Care You Can Count On: Model Programs and Policies.
PUB DATE- 98
NOTE- 46p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage..
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adolescents; Birth Weight; Child Health; *Children; *Day Care; Demography; Dropouts; Early Childhood Education; Early Parenthood; Employed Parents; Homicide; Incidence; Low Income Groups; Mortality Rate; Poverty; Program Descriptions; Public Policy; *Social Indicators; State Surveys; Statistical Surveys; Suicide; Tables (Data); Trend Analysis; Violence; Wages; *Well Being; Youth Problems
IDENTIFIERS- Arrests; *Indicators

This document is composed of an overview of the 1998 Kids Count data book, a pocket guide summarizing findings, and information sheets on various aspects of child care. The overview discusses the need for child care, examines its cost, presents information on the quality of available child care, describes potential solutions to make child care affordable and of high quality, and concludes that there is a national obligation to ensure that children of low-income working families have safe, supportive, and affordable care. The "Pocket Guide on America's Youth" presents national trends between 1975 and 1995 in the well-being of America's children. The statistical portrait is companies become involved in networks, partnerships, and alliances with other companies--sometimes even across national boundaries. The number and value of mergers and acquisitions has been increasing rapidly over the past 13 years. Between 1985 and 1998, the number of mergers and acquisitions grew nearly tenfold. Just under one in four establishments had adopted high-performance workplace practices in 1992. That percentage had increased to nearly two in five by 1997. Although more people are working at home or on flexible work schedules, the share of the work force in alternative or contingent employment relationships has remained stable over the past few years. Between 1990 and 1998, companies increased their investments in education and training by more than 30%. (Contains 24 graphs.) (MN)

ED 431 077 CE 078 698

Tackey, N. D.; Perryman, S.
Graduates Mean Business: A Study of Graduate Self-Employment and Business Start-Ups.
PUB DATE- 99
NOTE- 137p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Career Choice; *Career Counseling; College Graduates; Comparative Analysis; Counseling Services; Counseling Techniques; *Education Work Relationship; Employed Women; *Employment Patterns; *Entrepreneurship; Foreign Countries; Graduate Surveys; Higher Education; Literature Reviews; National Surveys; *Self Employment; Trend Analysis
IDENTIFIERS- *England

Self-employment among graduates of England's higher education institutions (HEIs) was examined. The study included five elements: literature review; qualitative development stage involving exploratory interviews with 16 key players and in-depth interviews with 15 self-employed graduates from Sussex University and the London Institute; mail survey of all 152 careers services in England's HEIs (response rate, 48%); mail survey of a sample of 3,029 graduates of selected HEIs (response rate, 21%); and development of good practice materials. Of the graduates surveyed, 31% were currently or had been self-employed, 26% had considered self-employment, and 43% had no interest in self-employment. Women were more likely than men to have some self-employment experience. Self-employment was highest among graduates of creative arts and design courses. Graduates with better-class degrees were more likely to have self-employment experience. A family background in self-employment was a significant factor influencing labor market status in self-employment. Four principal areas where HEIs could play an important role in preparing students for self-employment were identified: promote business awareness, foster entrepreneurial attributes, contribute toward skills training, and help in business planning. (Sixty-eight tables/figures are included. Appended are a full list of courses and full list of sectoral activity. The report contains 85 references.) (MN)

ED 431 078 CE 078 711

Chiousse, Sylvie; Werquin, Patrick
Lifelong Vocational Guidance: European Case Studies. CEDEFOP Panorama.
PUB DATE- 99
NOTE- 77p.

manager. Managers played two roles: giving direct support and facilitating a climate for learning in which people naturally help each other to learn, seek advice, and find resources to assist them. Mutual interaction of four elements--confidence, challenge, support, and workplace--benefited individuals and entire working groups alike. (Contains 16 references) (MN)

ED 431 095 CE 078 748

The Impact of Welfare Reform on Adult Literacy Education: Conference Papers and Themes from Small Group Sessions.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 99
NOTE- 103p.; Papers presented at the NCSALL-sponsored Conference, "The Impact of Welfare Reform on Adult Literacy Education" (New Brunswick, NJ, June 19-20, 1998).
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Adult Basic Education; *Adult Literacy; Basic Skills; Case Studies; Conferences; Educational Legislation; *Educational Needs; *Educational Opportunities; Educational Policy; Educational Practices; Educational Trends; Employment Opportunities; Family Programs; Federal Legislation; Government School Relationship; Group Discussion; *Literacy Education; Needs Assessment; *Public Policy; Responsibility; Trend Analysis; *Welfare Recipients
IDENTIFIERS- Impact Studies; Tennessee; *Welfare Reform

This document contains three commissioned papers and other materials from a 2-day conference. "Politics, Policy, Practice and Personal Responsibility: Adult Education in an Era of Welfare Reform" (Deborah D'Amico) examines the relationship between literacy, poverty, and welfare reform and the implications of those relationships for literacy practice. "Welfare, Jobs, and Basic Skills: The Employment Prospects of Welfare Recipients in the Most Populous U.S. Counties" (Alec R. Levenson, Elaine Reardon, Stefanie R. Schmidt) evaluates the basic skills and employment prospects of current adult recipients of Temporary Assistance for Needy Families. "Families First: Implications of Welfare Reform for Tennessee Adult Basic Education" (Connie White, Mary Ziegler, Beth Bingman) compares Tennessee's Families First program, which contains special provisions for individuals functioning at or below grade level 8.9, with other state welfare reform programs. "Themes from the Small Group Discussions" (Hal Beder) provides an overview of discussions about the issues and problems raised by the Personal Responsibility Act and ways adult literacy instruction and the adult literacy education system should respond to welfare reform. Concluding the document are the conference recommendations on practice, policy, and research. Two papers include substantial bibliographies. (MN)

ED 431 096 CE 078 749

de Wolff, Alice
Workplace Literacy Pilot Projects: A Discussion Paper = Les Projects-pilotes en alphabetisation en milieu de travail: document de discussion.
PUB DATE- 99
NOTE- 71p.
LANGUAGE- English; French
EDRS Price- MF01/PC03 Plus Postage.

Latvia, Lithuania, Poland, Romania, Slovak Republic, and Slovenia--was examined. The analysis focused on the following issues: socioeconomic context of VET reforms; VET at the start of reforms; the European Union Phare program and its support of VET reform in 1990-1998; changes in VET legislation and policies; changes in VET administration and financing; involvement of social partners; anticipation of skill needs and vocational standards; curricular reforms; teacher and trainer education; higher VET and professional education; continuing education; and challenges for VET in the transition context. It was concluded that, in countries in transition to a market economy and democratic society, VET must perform the following remedial, adaptive, and proactive roles: underpin and motivate the economic and social transformation process; prevent and combat the social exclusion of people disadvantaged in the labor market; and cope with constant technological changes and labor market uncertainty. VET policies in Central and Eastern Europe must be aimed at reaching macroeconomic stability, containing costs and mobilizing additional financial resources for education and training, promoting educational choices, and improving incentives and introducing competition among providers of education and training. (MN)

ED 431 115 CE 078 790

Parkes, David, Ed.; Gronwald, Detlef; Grootings, Peter; Nielsen, Soren
A Cross Country Analysis of Curricular Reform in Vocational Education and Training in Central and Eastern Europe. Integration of Work and Learning. Report.
PUB DATE- 98
NOTE- 81p.; For a related document, see CE 078 789.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adult Education; Case Studies; Comparative Analysis; *Curriculum Development; *Education Work Relationship; Educational Change; Educational Facilities; Educational Objectives; Educational Opportunities; Educational Policy; Employment Qualifications; Foreign Countries; General Education; *Integrated Curriculum; Labor Market; Labor Needs; Lifelong Learning; On the Job Training; Policy Formation; Postsecondary Education; Secondary Education; Student Attitudes; Teacher Attitudes; Teacher Education; Teaching Methods; Unemployment; *Vocational Education
IDENTIFIERS- *Europe (Central); *Europe (East)

Curriculum reform in vocational education and training (VET) in Central and Eastern Europe was examined through case studies of VET in 10 countries: Bulgaria, Czech Republic, Estonia, Hungary, Latvia, Lithuania, Poland, Romania, Slovak Republic, and Slovenia. Special attention was paid to the following: each country's VET system; curriculum content and goals; curriculum design; policy context; available resources; school autonomy; national standards; qualifications and youth unemployment; adult education/lifelong learning; transition from school to work; relationship between general education and VET; labor processes and organization of VET; translation of labor market needs into curricula; student and teacher perspectives; student practice in workshops; and learning facilities in schools and companies. In all 10 countries studied, VET structures and processes were being reviewed, and reform and pilot projects featuring curricula focused on independent/self-directed learning and problem solving and development of key competencies required to work with new technologies were in figures.) (YLB)

ED 431 133 CE 078 830

Gandy, Gerald L.; Martin, E. Davis, Jr.; Hardy, Richard E.
Counseling in the Rehabilitation Process: Community Services for Mental and Physical Disabilities. Second Edition.
PUB DATE- 99
NOTE- 337p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- *Adaptive Behavior (of Disabled); Adult Education; Counseling Services; Counseling Techniques; *Disabilities; Educational Certificates; Ethics; *Gestalt Therapy; Job Analysis; Job Development; Job Placement; Organizational Development; *Rational Emotive Therapy; *Rehabilitation Counseling; Social Adjustment; *Vocational Rehabilitation

This text provides an overview of vocational rehabilitation counseling and services. Part 1 lays the foundation. "Foundations of Rehabilitation" (Martin) describes bases of the process. "Historical Antecedents of the Rehabilitation Enterprise in America" and "Development of the Rehabilitation Enterprise in America" (Lassiter, Lassiter) describe historical antecedents and early development. "Development of the Rehabilitation Enterprise in America" (Martin, Gandy) is a more recent history. "Educational and Professional Organizational Development of the Discipline of Rehabilitation Counseling" (Gandy, Martin) describes development in regard to undergraduate and graduate education. Part 2 describes the rehabilitation process. "Rehabilitation Process" (Wright, Martin) uses the perspective of the counselor-client relationship. "Occupational Analysis, Job Development, and Placement Considerations for Rehabilitation Counselors" (Martin, Sinsabaugh, Jarrell, Hardy) and "Case Abstracts" (Martin, Jarrell, Sinsabaugh) overview the methodology of these processes and include case abstracts. "Ethical Considerations in Rehabilitation Counseling" (Martin, Wright) discusses ethical issues. Part 3 traces counseling and psychosocial aspects of disability. "Personal Experience of Acceptance and Adjustment to Disability" (Rothrock) is the author's account of adjusting to disability. "Psychodynamic Approach to Acceptance and Adjustment to Disability" (Hardy, Cull); "Adlerian Approach to Acceptance and Adjustment to Disability" (Rule); "Rational Emotive Behavior Therapy" (Gandy); and "Gestalt Therapy, Hypnosis, and Pain Management in Cancer Treatment" (Hardy) explore these perspectives. "Integrative Counseling and Psychosocial Approach to Acceptance and Adjustment to Disability" (Gandy, Martin) integrates perspectives. Part 4 discusses special topics in rehabilitation. "Rehabilitation Counseling Credentialing as a Professional Counseling Specialty" (Luck) studies development and current status of credentialing as a professional counseling specialty. "Substance Use Disorders in Rehabilitation" (Saltz, Lawton, Gray) describes substance abuse with implications for treatment and rehabilitation. "International and Multicultural Perspective on Disability and Rehabilitation" (Gandy, Hardy) offers personal perspectives on rehabilitation as an international and multicultural phenomenon. Author and subject indexes are appended. (YLB)

ED 431 134 CE 078 831

Wilson, Barbara; Plutsky, Susan

professionals to learn child-focused interview techniques. This book differentiates between child and adult-focused interviews, presents an integrated account of the literature on child-focused interviews, and offers techniques and suggestions for addressing developmental differences. Chapters discuss a wide range of topics, including: child and professional variables; effective use of language; children with special needs; ethics in interviewing; and research and diagnostic clinical interviews. Aimed at upper-level undergraduate and graduate students, this book is essential for clinically oriented programs such as mental health counseling, social work, psychology, and marriage and family therapy. This book is also of interest to practicing professionals who seek to expand their knowledge of child-focused interview techniques. (Contains an index and 392 references.) (MKA)

ED 431 151 CG 029 204

Carlock, C. Jesse, Ed.
Enhancing Self-Esteem. Third Edition.
PUB DATE- 99
NOTE- 531p.
LANGUAGE- English
EDRS Price- MF02 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010)
DESCRIPTORS- Adjustment (to Environment); Adolescents; Adoption; Adults; Beliefs; Body Image; Child Development; Child Rearing; Children; Cognitive Processes; Conflict Resolution; Depression (Psychology); Evaluation; Family Influence; Feedback; Friendship; Guidelines; Interpersonal Communication; Interpersonal Competence; Interpersonal Relationship; Intervention; Measures (Individuals); Methods; Models; Older Adults; Parents; Perception; Relaxation Training; *Self Esteem; Sex Differences; Skills; Social Support Groups; Social Systems; Special Needs Students; Young Adults

Self esteem has been a buzzword in the 1990s but what exactly is self esteem? How is it formed? Can self esteem be raised? How? This book addresses these questions and includes specialized chapters on children, gender, transitions, parents' self esteem, and measurement of self esteem. Many people want to change how they feel about themselves but do not believe they can. This book instills hope by devising a blueprint for change and the tools and resources to change. It presents five phases--self awareness, assimilating positive beliefs, modifying or eliminating negative beliefs, identifying and improving skill deficits, and integration--and provides the basis for successfully enhancing self esteem. Interventions are outlined to bring together cognitive, emotional, physical, and behavioral theory and methods. This book is designed as a textbook for courses, workshops, and seminars and serves as a resource for teachers, counselors, and clergy as well as individuals interested in self-improvement. More than 100 activities with specific procedures and anticipated outcomes are included. Each of the 10 chapters provides references. Three appendixes provide lists of resources including children's books, video and audio. An index is included. (MKA)

ED 431 152 CG 029 206

Perschy, Mary Kelly
Helping Teens Work Through Grief.
PUB DATE- 97
NOTE- 150p.
LANGUAGE- English

shows that: third graders who are reading a year or more below grade level and are poor and attending a school serving many other poor children have nearly no chance of graduating from high school; effective classroom instruction in the early grades by well-prepared teachers is the most powerful method for preventing reading and learning problems; a balanced and comprehensive approach to reading must offer an organized, explicit skills program that includes phonemic awareness, phonics and decoding skills, and a strong language, literature, and comprehension program; and a study completed in 1997 revealed that as many as 40% of Idaho fourth graders are reading below grade level. After an executive summary, sections of the report are: (1) Introduction and Background; (2) Conclusions; (3) What the Research Shows; (4) Recommendations; (5) Call to Action; and (6) Testing Results. Appendices contain the State Department of Education's report on the Reading Improvement Grant Programs, the Comprehensive Literacy Plan Grades K-3 for the State of Idaho, and presentation summaries. Contains a 33-item selected bibliography and numerous unnumbered tables, figures, and charts of data. (RS)

ED 431 170 CS 013 586

Tuley, Ann Cashwell
Never Too Late To Read: Language Skills for the Adolescent with Dyslexia.
PUB DATE- 98
NOTE- 184p.; "Based on the work of Alice Ansara. Foreword by Jeanne S. Chall."
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Adolescents; Classroom Techniques; *Dyslexia; Informal Assessment; Instructional Effectiveness; *Language Arts; *Language Skills; Reading Difficulties; *Remedial Reading; Secondary Education; *Student Needs
IDENTIFIERS- Phrasing

By the time a student who has reading problems reaches adolescence, patterns of avoidance, denial, and resistance may hinder classroom participation. This book shows a teacher how to convince a student who is mistakenly labeled as unmotivated and without goals that academic success is attainable. The book provides tips, techniques, and strategies a teacher can easily implement. It describes typical students with dyslexia and leads the teacher step-by-step through the process of evaluating and teaching them. The books 10 chapters are: (1) The Adolescent with Dyslexia; (2) Evaluation: What Is the Problem; (3) Teaching: Principles and Strategies; (4) Sounds and Symbols; (5) Syllabication; (6) Vocabulary; (7) Spelling and Word Structure; (8) Phrasing: The Next Stage of Reading; (9) Comprehension: Making Connections; and (10) Study Skills. The book is based on the work of the teacher/scholar Alice Ansara and builds upon her belief that teaching must take place simultaneously on two levels: enabling students to meet the academic requirements and help them overcome specific language deficits. Contains a 43 references. (NKA)

ED 431 171 CS 013 590

(Expository/Clarification and Persuasive) and Encourage Enthusiasm and Passion (Narrative, Descriptive, Expository/Clarification, and Persuasive). The workbook also offers 53 examples for scoring practice-narrative examples, expository/clarification examples, more expository/clarification examples, persuasive/point of view examples, and descriptive examples. (NKA)

ED 431 192 CS 216 772

Bagert, Brod
Rainbows, Head Lice, and Pea-Green Tile. Poems in the Voice of the Classroom Teacher.
PUB DATE- 99
NOTE- 63p.; Illustrated by Kim Doner.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Creative Works (Literary and Dramatic) (030)
DESCRIPTORS- Elementary Education; *Poetry; *School Culture; *Teacher Role; *Teaching (Occupation)
IDENTIFIERS- Personal Writing; *Voice (Rhetoric); Writing Contexts

Dedicated to all teachers, this book of poems seeks to capture the voice of the classroom teacher and to remind them of the power inherent in the art of teaching other human beings, the calling to which they have dedicated their lives. The book is broadly divided into "Act One--The Children" and "Act Two--The Staff," with a Prologue first and an Epilogue as conclusion. Act One contains 16 poems, as does Act Two. (RS)

ED 431 193 CS 216 773

Kiester, Jane Bell
Caught'ya Again! More Grammar with a Giggle.
PUB DATE- 93
NOTE- 293p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Class Activities; Elementary Secondary Education; *English Instruction; *Grammar; *Humor; *Language Usage; Learning Activities; *Writing Exercises; *Writing Instruction
IDENTIFIERS- Minilessons

This teaching guide is built around a method (called the "Caught'ya" method) of teaching grammar and mechanics with humor. The guide contains story ideas and three sets of 100 Caught'ya sentences, as well as a chapter which discusses specific ways to use the Caught'ya at home. Following an introduction, the guide is divided into the following nine sections: (1) Revisiting Caught'ya! Grammar with a Giggle (Skim This Chapter if You Have Read the Book); (2) How to Do a "Caught'Ya for Two" (Parents and Tutors, This One Is Especially for You); (3) Coming Up with Your Own Story and Sentences (A Dialogue with a Plot in Mind); (4) Mini-Lessons (Ideas for the Extra 35 Minutes You Now Have); (5) Writing Suggestions (More Ideas!); (6) Six New Story Ideas (Plus Ninety Sentences of "Adolescent Transmuted Karate Otters"); (7) 100 Caught'ya Sentences for Grades 2 through 5 ("The Meanest Teacher in the World"); (8) 100 Caught'ya Sentences for Grades 6 through 8 ("Tales of a Four-eyed Weirdo"); and (9) 100 Caught'ya Sentences for grades 9 through 12 ("Charlie Excess Does It Again"). An appendix entitled "Everything You Never Wanted to Know about Grammar, Mechanics, and Usage, but I'm Going to Tell You Anyway" and a 13-item bibliography conclude the guide. (NKA)

"Enlarging the Circle Again," "Communicating Is the Key," "Admitting We Don't Know It All," "Marketing the Good Stuff," "Getting Great Marks from Our Customers," "Developing a Total Instructional Systems Approach," "Winning Is Better Than Fighting," Solving Problems," "Problems Everywhere," and "Being Accountable." Topics that are covered in the chapters include the similarities and differences among people, clarification of the word "team," strategies for increasing the numbers of those involved in the school, and information on strategic-planning committees, tactical planning, ideal visioning, nonverbal clues, staff-development structures, and the external marketing needs of a school district. (Contains 94 references and an index.) (RJM)

ED 431 214 EA 029 768

Sewall, Angela Maynard
Central Office and Site-Based Management: An Educator's Guide.
PUB DATE- 99
NOTE- 155p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Curriculum Development; Decentralization; Elementary Secondary Education; School Administration; *School Based Management; School Effectiveness; *School Organization; School Policy

This book describes changes that must be made in central-office administration to facilitate the movement to site-based management. It is intended for educational administrators in central administration or for those who are planning to work as superintendents, business managers, or supervisors of curriculum and instruction. The book covers all central-office functions, exploring the various features of these functions in the context of small, medium, and large-sized districts. The text is divided into 15 chapters: "Organization and Governance for School Districts," "Superintendent: Manager, Leader, and Facilitator," "Policy and Politics and Planning in the Central Office," "Federal Money and Federal Programs in Daily Operations," "The State and the School District," "Central Office Instructional Leadership: Curriculum Development and Supervision," "Central Office Instructional Leadership: Personnel Development and Instructional Delivery Roles and Goals," "Special Programs for Special Needs," "Planning and Evaluation from a Central Office-School Partnership Perspective," "Central Office Business Functions," "Public Relations, the Media and Selling the District," "Legal Aspects of Central Administration," "The New Roles: Central Administration Redefined By Law and Practice," "Community Perspective and Central Office Functions," and "Current Issues and Future Trends in Central Office Administration." Models for change are presented throughout the text. (RJM)

ED 431 215 EA 029 811

Rittenmeyer, Steven
Student Suicide and Educator Duty: A Law and Policy Survey.
PUB DATE- 99
NOTE- 20p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.

Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Administrator Attitudes; Administrator Role; Elementary Secondary Education; *Instructional Leadership; Leadership Responsibility; *Principals; *School Administration; *Sex Differences
IDENTIFIERS- *Alabama

This paper examines the principalship in Alabama. It focuses on the "individual role conception" of the principalship as perceived by those in that role and investigates whether gender affected these perceptions. For the research, principals were asked to provide personal demographic and professional information and to respond to three open-ended questions: What are the three greatest challenges you faced as a starting administrator in this position? What are the three most significant ways in which your presently held position is changing or has changed in the last 5 years? What do you consider to be the five most important skills a new administrator in your position needs to possess? A survey was developed and sent to all principals in Alabama (N=1303). Findings from 514 principals were used for this study. The findings suggest that external pressures, particularly those related to state mandates, the budgeting system, and accountability measures, have increased stress, paperwork, and workload. Male and female principals perceived their roles in similar ways. However, women viewed the tasks before them and the ways in which they must deal with them in a more global manner than did males. For example, they identified the need to make the facilities more inviting because they recognized the impact of "deteriorating facilities" on morale. Women thought in terms of developing a broad base of skills rather than only dealing with a particular task or issue. (RJM)

ED 431 233   EA 029 880

Wylie, Cathy
Primary Principals' Experiences of ERO Reviews, 1995-1996.
SPONS. AGENCY- New Zealand Council for Educational Research, Wellington.
PUB DATE- 97
NOTE- 27p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Accrediting Agencies; *Administrator Attitudes; *Educational Assessment; Elementary Education; Foreign Countries; Formative Evaluation; *Institutional Evaluation; *National Surveys; *Principals
IDENTIFIERS- *Education Review Office (New Zealand)

This report presents the results of a survey of New Zealand principals whose schools had recently undergone an Education Review Office (ERO) study in 1995-96. A total of 602 principals responded to the survey. A comparison of school characteristics indicates good representation, with some slight underrepresentation of city schools and other inconsistencies. Results show that only 1 percent of the principals had no previous experience of an ERO review. Most of the reviews reported by principals were assurance audits, and 66 percent of the principals felt they were well-informed about what records or data would be required by the ERO team. The smaller the school, the more likely it was for the principal to feel poorly informed. Only 2 percent of the principals spent no additional time preparing materials for their schools' ERO reviews. The ERO review teams were typically composed of two members, and

IDENTIFIERS- Project Head Start
This resource guide provides field-tested, research-based strategies for including young children with disabilities in early childhood programs. It is designed to help preservice and in-service educators, Head Start personnel, and child care providers with information to promote inclusion in children's earliest social and educational experiences. The introductory chapter provides background information on special education and a description of the philosophy and approach that guide the implementation of the CHIME model of inclusion of children with disabilities in early education programs. Chapter 2 discusses unique aspects of working with families in inclusive environments. In the third chapter, collaboration is discussed as one of the most important ingredients of successful inclusion. The remainder of the book provides guidelines and specific strategies, including assessment and observation; strategies for facilitating children's participation and social integration; daily activity planning to ensure that strategies are implemented consistently; strategies for supporting positive behavior (and prevention and dealing with difficult behaviors); and strategies for monitoring and evaluating children's progress. Case studies of four different children who were in the inclusion program at the CHIME institute are provided to illustrate inclusion strategies. Appendices include reproducible forms for assessment and planning and a list of resources. (Contains over 200 references.) (CR)

ED 431 252 EC 307 231

Bigge, June Lee; Stump, Colleen Shea
Curriculum, Assessment, and Instruction for Students with Disabilities. The Wadsworth Special Educator Series.
PUB DATE- 99
NOTE- 492p.; "With Michael Edward Spagna and Rosanne K. Silberman."
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Academic Standards; Curriculum; *Curriculum Development; *Disabilities; Educational Legislation; Educational Strategies; Elementary Secondary Education; Eligibility; *Federal Legislation; Inclusive Schools; Individualized Education Programs; Models; Special Education; *Student Evaluation; Teacher Education; Teaching Methods
This book is designed to provide general and special education teachers with basic information in the workings of special education and to describe teachers' roles in designing meaningful programs for students with disabilities. An introductory chapter describes special education law, terminology, and professional standards. In addition, three individualized plans for individuals with disabilities are explained and illustrated. Section 1, "Curriculum," opens with a discussion of the alignment of national and local standards and their relationship to the needs and goals of students with disabilities. How to bridge students' Individualized Education Program (IEP) goals and objectives with outcomes and standards is addressed. Curricular options available to students with disabilities are presented. Section 2, "Assessment," discusses Stump's model of contextualized assessment and methods and tools used in determination of eligibility and development of an IEP, review of IEPs, evaluation of instruction, and program

decide how to adapt curriculum/instruction to meet the needs of an increasingly diverse student body. (DB)

ED 431 271 EC 307 253

Lovitt, Thomas C.
Special Education: Common Questions--Common-Sense Answers.
PUB DATE- 97
NOTE- 44p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Classroom Environment; *Compliance (Legal); Delivery Systems; *Disabilities; *Disability Identification; Elementary Secondary Education; *Inclusive Schools; Knowledge Base for Teaching; Mainstreaming; Prereferral Intervention; *Regular and Special Education Relationship; *Special Education; Teacher Role

This booklet answers common questions about special education and students with disabilities. It was developed in light of the movement toward inclusion, through which more students with disabilities (and students with more serious disabilities) are being assigned to general education classes. The 28 questions and answers are grouped into five chapters that address: (1) prereferral/identification; (2) legal issues; (3) delivery models; (4) classroom accommodations and adaptations; and (5) persons, places, and resources. Each question and answer also identifies one or more suggested resources. Questions consider topics such as: the process of identifying a student who may have a disability, the types of disability, the incidence of disabilities, causes of disabilities, major federal laws protecting students with disabilities, the meaning of "least restrictive environment," advantages of cooperative teaching, curriculum modifications, classroom accommodations, grading students with disabilities, communicating with parents, relevant organizations and agencies, and 22 relevant journals and books. (DB)

ED 431 272 EC 307 254

Ortiz, Robert W.; Stile, Steve; Tanabe, Juan S.
Working with Fathers of Young Children with Disabilities To Develop Print Literacy.
SPONS. AGENCY- Eastern New Mexico Univ., Portales.; New Mexico State Dept. of Health, Santa Fe.; New Mexico State Dept. of Education, Santa Fe.
PUB DATE- 99
NOTE- 9p.; Paper presented at the New Mexico Federation Council for Exceptional Children Conference (March 12, 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Disabilities; Early Childhood Education; *Fathers; *Literacy Education; Models; Parent Child Relationship; *Parent Education; Parents as Teachers; Prereading Experience; Reading Readiness; Training; Young Children

This paper first presents a rationale for involving fathers in early literacy development and then offers a model for training fathers of children at-risk or with disabilities. Previous research has found two reasons given by fathers for their

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Classroom Design; Classroom Environment; *Educational Facilities Improvement; Elementary Secondary Education; Guidelines; *Public Schools; Purchasing; *Relocatable Facilities
IDENTIFIERS- California; Facility Management; *Indoor Air Quality; Leasing

Many California school districts, in complying with the Class Size Reduction Program, will obtain relocatable classrooms directly from manufacturers who are under no specific guidelines or codes relative to indoor air quality (IAQ). This document, designed to aid school facility managers in minimizing potential IAQ problems, summarizes the indoor environmental quality (IEQ) considerations regarding the purchase/lease of relocatable classrooms and the contracting for renovation of existing space. The key IEQ concerns and preventive measures are provided for relocatable classroom design, construction/installation and first-use, and maintenance. Some issues apply to both relocatable and renovated classrooms. Resource information providing further technical details is provided. (GR)

ED 431 290 EF 005 384

Loe, David; Watson, Newton; Rowlands, Edward; Mansfield, Kevin; Venning, Bob; Baker, John
Lighting Design for Schools. Building Bulletin 90.
PUB DATE- 99
NOTE- 88p.; Colored photographs may not reproduce clearly.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Educational Environment; *Educational Facilities Design; *Educational Facilities Improvement; Elementary Secondary Education; Energy Conservation; Foreign Countries; Interior Design; *Light; *Lighting Design; *Luminescence
IDENTIFIERS- England

The aim of good lighting is to not only provide proper illumination for building users to perform their allotted tasks, but also to pleasantly enhance the indoor environment. This document guides architects and engineers through the process of lighting design in the context of the recommended constructional standards for schools and the various types of spaces and activities found in schools. It identifies the determining factors of good lighting design as architectural integration, task and activity lighting, visual amenity, cost, maintenance, and energy efficiency. Further, it describes the calculation methods and design tools that can be used at the early stages of a project and shows, using theory and examples, how to achieve a synthesis between daylight and electric light. Appendices present school premises regulations and Department for Education and Employment Constructional Standards for new school buildings, information on lighting and health, and details concerning various lamps, controlling gear, luminary performance ranges, lighting controls, disposal of used lamps, and examples of lighting design strategies. A glossary concludes the book. (Contains 35 references.) (GR) universal literacy; and bilingualism. Patterns of ethnic/linguistic identity and language choice in various cultural circumstances are also examined. Rapidly changing patterns of ethnic mix in previously Sindh areas are identified. It is concluded that information technology offers a means for continued connection and networking within the now geographically dispersed Sindh community. Contains 17 references. (MSE)

ED 431 312   FL 025 627

Khubchandani, Lachman M.
Plurilingual Ethos: A Peep into the Sociology of Language.
PUB DATE- 98
NOTE- 35p.; Paper presented at the International Seminar on Multilingualism (New Delhi, India, January 1998).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Journal Articles (080),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Bilingualism; Diachronic Linguistics; Educational History; Foreign Countries; Language Research; *Language Role; *Multilingualism; *Sociocultural Patterns
IDENTIFIERS- *India; *Pakistan

Issues in the study of bilingualism and multilingualism in India and Pakistan are examined, including the delineation of linguistic boundaries, defining a society that is multicultural and yet has developed a "communication ethos" based on a core of common experience, the difficulty in interpreting language role and defining language usage in a multicultural area, the relationship between language identity and communication, definition of bilingual identity, and the role of the government and language elite(s) in language identity. Three indexes of prominent language pressure that affect language use in a given area are described: the state language pressure index; Hindi-Urdu pressure index; and English pressure index. It is concluded that the Indian experience suggests that a genuine understanding of multicultural societies will be guided largely by viewing language as a synergistic network inspiring trust in cross-cultural settings while empowering the particular. Contains 38 references. (MSE)

ED 431 313   FL 025 844

Ennis, Mark
Television, Dialogue Journals, and Feedback in the EFL Classroom.
PUB DATE- 97
NOTE- 18p.; Document contains small type.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Journal Articles (080)
DESCRIPTORS- Advertising; *Broadcast Television; Class Activities; Classroom Techniques; *Cultural Education; *Dialog Journals; *English (Second Language); *Feedback; Foreign Countries; Instructional Materials; Second Language Instruction
IDENTIFIERS- *Authentic Materials

An approach used to teach English as a foreign language (EFL) and American culture that addresses the four language skills (listening, speaking, reading writing) in a complementary, non-contrived way is described. Classroom activities combine television viewing, discussion, writing, and reading journal entries. Students watch small segments of American broadcast television programs, including advertising, and discuss cultural aspects of the content and settings. Both

Linguistics; *English; Language Patterns; Language Usage; Language Variation; Linguistic Borrowing; *Regional Dialects; *Second Language Instruction; *Translation; Vocabulary
IDENTIFIERS- China; Hong Kong; Taiwan

A study investigated the role of audience awareness in translation of lexical items, specifically as it may affect translation from English to Chinese. The audiences, or readership, in this case is defined as readers from three different regions in which Chinese is used predominantly: Hong Kong; mainland China; and Taiwan. The varieties of Chinese used in these areas are first examined, and the implications for translators of non-standard vocabulary due to differing political, economic, and social structures are noted. Data drawn from three widely-read newspapers in the three regions are then analyzed for lexical variation. Analysis includes: lexical items used uniquely in Hong Kong, mainland China, or Taiwan; instances in which a single referent has three different lexical items in the three areas; instances in which two lexical items are used for the same referent in the three regions; lexical differences between Hong Kong and mainland China; lexical differences between Hong Kong and Taiwan; lexical differences due to different transliteration methods; convergence of lexical items; and lexical borrowing. The need for translators to check regional lexical usage in each translation instance is underscored. Contains 2 references. (MSE)

ED 431 334 FL 025 887

Inoue, Yukiko
ESL Undergraduate Students' Perceived Difficulties in American Classrooms.
PUB DATE- 99
NOTE- 12p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- College Instruction; Educational Technology; *English (Second Language); *Ethnic Groups; *Foreign Students; Higher Education; *Learning Problems; Second Language Instruction; *Undergraduate Students
IDENTIFIERS- *Asians

A study investigated the extent to which Asian undergraduate students of English as a second language (ESL) in American institutions had more learning difficulty than non-Asian students, and the relationship of length of time in the United States to the degree of this difficulty. Subjects were 20 randomly-selected ESL undergraduate students at one university, 10 Asian and 10 non-Asian. Data were drawn from a survey eliciting students' demographic data and perceptions of their classroom learning difficulty. Results indicate that the Asian students did feel more difficulty than non-Asian students felt, but found no association between length of stay and degree of perceived difficulty. Suggestions for further research are offered. The student questionnaire and a chart of results are appended. Contains 11 references. (MSE)

ED 431 335 FL 025 888

Ballard, Maggie; Frazier, Stefan
A Student-Centered Short Story Curriculum.
PUB DATE- 99
NOTE- 13p.; Paper presented at the Annual Meeting of the Teachers of English to Speakers of Other Languages (33rd, New York, NY,

Feedback on Courses and Programmes of Study: A Handbook.
PUB DATE- 97
NOTE- 109p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- College Instruction; *Course Evaluation; Curriculum Evaluation; Data Analysis; *Evaluation Methods; *Feedback; Foreign Countries; Higher Education; Instructional Effectiveness; Instructional Improvement; Program Evaluation
IDENTIFIERS- South Africa; United Kingdom

This handbook offers guidance to teachers for obtaining and evaluating feedback on courses and programs of study at institutions of higher education in the United Kingdom and South Africa. Part 1 examines the purposes and functions of feedback, defines key terms, and summarizes key steps in the feedback process. Part 2 discusses the preparation needed for the evaluation process, including clarifying the context, focusing feedback accurately, and identifying topics to be addressed, such as course aims and structure, teaching, assessment, course management, and students' responses. Part 3 examines sources and methods, specifically methods for obtaining and evaluating feedback from within the course team, from students, from external colleagues and peers, and incidental feedback. For each group of sources, individual methodologies are described and response sheets encourage the user to relate the methodology to his or her own course/program. Part 4 discusses analyzing outcomes and acting on findings. Specific subsections address: analyzing data (both closed and open-ended); interpreting findings; consulting on feedback; acting on findings and communicating outcomes. Many examples illustrate the processes discussed. (Contains 24 references.) (DB)

ED 431 355 HE 032 120

Johnsrud, Linda K.; Heck, Ronald H.; Rosser, Vicki, J.
Morale Matters: Midlevel Administrators and Their Intent To Leave.
PUB DATE- 98
NOTE- 29p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Diego, CA, April 19-23, 1998).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Administrator Attitudes; Administrator Behavior; Career Development; *College Administration; Higher Education; Job Satisfaction; Models; *Morale; *Quality of Working Life

This study developed an empirical construct for the term "morale," and applied the resulting structural model in an investigation of the impact of morale on administrators' reported intentions to leave their positions. The paper identifies three common sources of frustration in these administrators: the midlevel nature of their role; the lack of recognition for their contributions; and limited opportunity for career growth or advancement. It proposes a structural model of administrator intentions which includes morale as well as demographic and structural variables. A questionnaire covering these areas (as well as intent to leave, the dependent variable) was given to mid-level administrators (n=869) at a 10-

EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *College Faculty; *Educational History; *Faculty College Relationship; Faculty Organizations; Higher Education; *Public Colleges; *Unions; Universities
IDENTIFIERS- *City University of New York

This publication reviews the history of the Professional Staff Congress (PSC) of the City University of New York (CUNY), which in 1997 celebrated its 25th anniversary, commemorating the 1972 merger of the institution's Legislative Conference and the United Federation of College Teachers, two previously rival unions. The first chapter covers the union's origins, the differing perspectives of its parent organizations, and the steps toward merger. The second chapter addresses the effects of the New York City fiscal crisis in the 1970s. It recalls the series of budgetary cuts imposed on the university, a retrenchment proposal, the PSC fight for full state funding, various restructuring plans, the shutdown of CUNY, and the achievement of full state funding. The third chapter covers 1980s, which is seen as a decade of advance. Subsections review the continuing battles against budget cuts, the Cuomo years, protection of retiree benefits, contractual gains, strengthening of the welfare fund, establishment of a credit union, and the establishment of scholarships. The final chapter, covering the 1990s, sees the decade as a period of defending PSC achievements, including agreement on a new contract, weathering new problems, restoration of some cuts, and a PSC lawsuit in the State Supreme Court. Timelines at the end of each chapter list important events. (DB)

ED 431 374 HE 032 163

Jackson, Maureen
College/Business Activities Report.
PUB DATE- 99
NOTE- 33p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Career Education; Community Colleges; Cooperative Programs; Education Work Relationship; Higher Education; Job Training; Labor Force Development; *Partnerships in Education; Postsecondary Education; Private Colleges; Public Colleges; *School Business Relationship; State Surveys; State Universities
IDENTIFIERS- *Maryland

This report presents findings of a survey of postsecondary educational institutions in Maryland concerning their efforts to provide specialized education and training programs for employees of Maryland businesses. All 16 community public colleges, 12 public four-year campuses, 13 independent institutions, and one private career school responded to the survey. The study found an impressive number and variety of cooperative activities in Maryland's postsecondary institutions and the business community. Institutions provided information about their activities in the following areas: (1) partnerships between business/industry and postsecondary institutions designed to provide specialized educational and training programs for employees; (2) customized job training or education programs for workers; (3) special programs, including the use of vouchers, specifically designed to help displaced workers or welfare recipients; and (4) short-term collaborative ventures between business/industry and postsecondary obtaining access to the Web; and expected grade. Results indicate that the use of the Web improves students' attitudes toward the course. However, no evidence was found to support the claim that Web-based instruction improves actual or perceived student performance. (AEF)

ED 431 394 IR 019 525

Currie, David; Russell, Rob; Powers, Laraine; Bowers, Julie
Technology at the Trailing Edge.
PUB DATE- 98
NOTE- 6p.; Paper presented at the Mid-South Instructional Technology Conference (3rd, Murfreesboro, TN, April 5-7, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Computer Attitudes; *Computer Literacy; Computer Mediated Communication; *Computer Uses in Education; Higher Education; Instructional Innovation; *Student Attitudes; Student Interests; *Student Motivation
IDENTIFIERS- East Tennessee State University; Technology Integration

This paper concerns itself indirectly with the, as yet, unfounded fear held by many instructors: that relative to their students, they are computer illiterate. To the contrary, faculty teaching information technology designated classes in the Department of Health Sciences at East Tennessee State University have found that they are pacing themselves ahead of the students. While most students are anxious to jump forward into the computer age, there are some who are against it that must be motivated. This paper describes the authors' attempts to create an environment in which reluctant or disinterested students are compelled to make a small, but active effort to use computers very early in the semester. This sets the tone for such students to be pulled into the larger, more comfortable and very creative atmosphere of student-based technology sharing. (Author/AEF)

ED 431 395 IR 019 526

Rader, Dennis R.; Rader, Jan
The Three Little Pigs in a Postmodern World.
PUB DATE- 98
NOTE- 8p.; Paper presented at the Mid-South Instructional Technology Conference (3rd, Murfreesboro, TN, April 5-7, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Active Learning; Childrens Literature; Computer Assisted Instruction; Curriculum Development; Educational Change; Educational Technology; Educational Theories; Learner Controlled Instruction; *Learning Processes; Metaphors; Multimedia Materials
IDENTIFIERS- Narrative Text; Narrative Theory; *Postmodernism; *Three Little Pigs

Postmodernism is a concept that is still emerging into the cultural dialogue and slowly contributing to the changing notions about educational processes. Through an original interpretation and multimedia presentation of a classic children's story, "The Three Little Pigs (Revisited)," three course repetitive and tedious. In addition, students are acquiring their own computers in rapidly growing numbers and, because of their personal use of applications such as Microsoft Office, are sufficiently knowledgeable to move on to more advanced courses. Finally, the need for computer usage in college is vital especially in light of the fact the 45% of college students in the Northeast report they use computers regularly. The study used a pretest to measure student knowledge of general theoretical computer concepts and applications. It is concluded that, until further research is done, the introductory computer information systems course should remain a required part of the business college curriculum. (MES)

ED 431 414 IR 057 376

Tanniru, Mohan
Integrating Business and IT Education.
PUB DATE- 98
NOTE- 11p.; In: Proceedings of the International Academy for Information Management (IAIM) Annual Conference (13th, Helsinki, Finland, December 11-13, 1998); see IR 057 374.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Business Administration Education; Computer Uses in Education; Curriculum Development; Higher Education; Information Science Education; *Information Technology; Interaction; Management Information Systems; Partnerships in Education; *Problem Solving; *School Business Relationship; Skill Development; Student Projects; Teacher Student Relationship; Teaching Methods; Teamwork; Training
IDENTIFIERS- Conceptual Frameworks; Oakland University MI; Project Management; *Technology Utilization

The Applied Technology in Business program at Oakland University (Michigan) is a business minor that focuses on training business students in the proactive use of information technologies to solve business problems. The program is sponsored by corporations that provide real business problems for students to solve. Students learn problem solving, application development, project management, and information technology (IT) skills in the classroom and work in teams to solve the business problems. The four-semester program includes the following courses: Business/IT Foundations; IT Project Management; General IT Management; and the IT Internship. The objective of the program is to coordinate education, training, knowledge transfer, and research in the application of information technology to business using the coordinated efforts of faculty, students, and professionals from industry. This triadic relationship includes faculty/student, student/industry, and faculty/industry interaction. The partnership is operationalized using business application, skill training, knowledge management, and applied research frameworks. Figures contained in this paper include a diagram of the triadic partnership, a chart of IT use in support of business applications, a list of business and IT skills, business and IT skills ladders, and a description of student projects. (MES)

ED 431 415 IR 057 377

Lippert, Susan K.; Granger, Mary J.

software when the institution wants to keep older versions on its computers; (2) dealing with budgets, both as constraints on resources and as inefficient mechanisms for providing leading edge technology; (3) dealing with colleagues, staff, and students who are not always in synch with leading edge needs; (4) dealing with students whose computers and software are ahead of instructors'; and (5) rewards and pitfalls of using innovative technologies to deliver course materials, including the use of the World Wide Web for online syllabi and exams and the use of FTP (File Transfer Protocol) for delivering assignments. (Author/MES)

ED 431 433 IR 057 395

Seufert, Sabine; Seufert, Andreas
Collaborative Learning Environments for Management Education.
PUB DATE- 98
NOTE- 7p.; In: Proceedings of the International Academy for Information Management (IAIM) Annual Conference (13th, Helsinki, Finland, December 11-13, 1998); see IR 057 374. The figures contain very small print.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Business Administration Education; Computer System Design; Computer Uses in Education; *Cooperative Learning; Cooperative Programs; *Educational Change; *Educational Technology; Foreign Countries; Futures (of Society); Higher Education; Intercollegiate Cooperation; Internet; *Learning Strategies; Learning Theories; Postsecondary Education
IDENTIFIERS- *Collaborative Learning; Europe; Groupware; Infrastructure; Knowledge Acquisition; *Learning Environments; Paradigm Shifts; Technology Utilization

Confronted with the pressure of a rapidly changing environment, organizations demand new skills and capabilities of future managers. These demands and the findings of learning theory necessitate a corresponding change in education of tomorrow's managers. Future management education requires a balance between the imparting of knowledge to the learner and the learner's own construction of it. This paper describes how the foundation for such future management education can be laid by collaborative learning environments. The framework, implementation, and experiences in team-oriented learning and knowledge creation via collaborative learning environments are described, based on the Genius (Groupware Enabled Learning Environment for Education in Management) research program at the University of St. Gallen (Switzerland). Starting with an overview of Genius projects, the "Technology-Enabled Learning and Knowledge Creation" course is used as an example of how the Genius framework is put into effect on the CEMS (Community of European Management Schools) Genius platform. The learning infrastructure, consisting of distributive, interactive, and collaborative learning technologies, is described. Directed, self-directed, and collaborative learning strategies are summarized. Two figures present the CEMS Genius learning infrastructure and a chart of learning strategies. (Author/MES)

ED 431 434 IR 057 396

Tang, Michael T.; Tzeng, Gwo-Hshiung
A Hierarchy Fuzzy MCDM Method for Studying Electronic Marketing Strategies in the Information Service Industry.

whole. The college will reach parity in graduation and transfer for minority students in 5 years. Third, the college will meet its commitment to recruit, hire, and retain individuals who reflect the community's diversity. Specific objectives within each of these goals are also presented. College data related to enrollment, retention, transfer patterns, graduation, staff, faculty, and affirmative action are presented in tabular form, with each finding being presented for African Americans, Native Americans, Asians, Hispanics, other, and Whites. The report concludes with a description of institutional activities related to minority achievement. (JJL)

ED 431 453 JC 990 375

Frank, Jean
Howard Community College's 1992-1996 Transfer Graduates: A Trend Analysis.
PUB DATE- 98
NOTE- 14p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Academic Achievement; Articulation (Education); *College Transfer Students; Community Colleges; Enrollment; Higher Education; Student Adjustment; Student Experience; Student Surveys
IDENTIFIERS- *Howard Community College MD

This report aims to increase awareness regarding the characteristics, goals, and academic accomplishments of the students who graduated from Howard Community College (HCC) and transferred to four-year campuses. The data compiled in this report on transfer students were collected as part of follow-up surveys sent to all HCC graduates approximately 1 year after graduation. The report describes and compares the demographics and academic characteristics of fiscal year (FY) 1992, FY 1993, FY 1994, FY 1995, and FY 1996 graduates of HCC who transferred to a four-year institution within a year of graduating and responded to graduate surveys. The report analyzes the characteristics of these graduates as they left HCC and their academic experiences at the transfer institutions during the first year of transfer. Highlighted findings are as follows. The average transfer graduate at HCC between 1992 and 1996 was a 25-year old female, who completed her studies within 4 years, graduating with a cumulative GPA of 3.25. Of the 65 credits earned at HCC, 59 were accepted at the Maryland public four-year institution to which she transferred. One year after graduating from HCC, she had completed 24 credits at the receiving institution, was majoring in the same or a related field as her major at HCC, and was earning a GPA of 3.2. After 1 year at the four-year institution, she rated the transfer preparation received at HCC as 4.2 on a 5-point scale (where 1 is "very poor" and 5 is "very good"). Contains 19 tables and charts. (JJL)

ED 431 454 JC 990 376

Barber, Jerry
Erie Community College, Report 98-T-3.
PUB DATE- 99
NOTE- 10p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Community Colleges; *Educational Finance; *Financial

topics: (1) the findings from a national workforce development study showing the critical role of community colleges; (2) the importance and relative cost effectiveness of remedial education; (3) Alabama's two-year colleges and market-based learning as developed with the input of local employers; (4) the experiences of the community colleges in implementing Alabama's school-to-work initiative; (5) a description of the debate taking place regarding which state agency should govern the community colleges; (6) the work being done by the Articulation and General Studies Committee to develop statewide course standards for freshmen and sophomores; (7) dual enrollment programs being established between high schools and community colleges; (8) the impact of the global economy on community college offerings; (9) the rise of employment among women in high-wage, high-skill, professional and administrative jobs; and (10) the impact of the Workforce Investment Act of 1998 on community college training. (CAK)

ED 431 473 JC 990 398

Community College Governance.
PUB DATE- 99
NOTE- 184p.
LANGUAGE- English
EDRS Price- MF01/PC08 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *College Administration; *Community Colleges; *Governance; *Governmental Structure; *Leadership Responsibility; Policy Formation; Public Administration; State Regulation; Two Year Colleges
IDENTIFIERS- *Wyoming Community College System

This report presents the findings of the state legislature's Management Audit Committee's review of the structure and governance of community colleges in Wyoming, as requested by the Legislature's Management Council in September 1998. In trying to answer questions about the structure of community college governance, the tensions present in the system, and the policy implications, the committee reviewed relevant statues and historical documents, visited each campus and conducted interviews, and carried out an extensive review of the literature. The community colleges are governed by a two-tier system comprised of a local district board and a statewide Community College Commission. The committee found that conflict abounds within this two-tiered system of governance, and that the governing structure is faltering. The committee recommends that the legislature should provide policy guidance and clarification of the core issue: What are the state's priorities and desired outcomes for community colleges, and who will play what role in delivering these outcomes? The committee's findings are presented in seven chapters: (1) background information; (2) tension in state community college system governance; (3) community college system governance (4) community college funding; (5) program approval, review, and termination; (6) management information system; and (7) decisions about the college system. The report also includes agency responses from Wyoming community colleges as well as descriptive information on community college certificates and degrees granted, credit headcounts by county, higher education governance structures, and listings of programs terminated, approved, and offered by colleges. (JJL)

ED 431 474 JC 990 399

students complete successfully; (4) increasing the number of apprenticeship courses completed; and (5) increasing the number of students completing basic skills course work above their prior basic skills level. In several cases Delta College's performance declined, rather than increased. The document explains that the Partnership for Excellence goals were established after the end of the period for which data are shown. Partnership for Excellence funds were first distributed in 1998-1999, so effects of efforts developed in response to the initiative should first begin to be seen in data for the 1999-2000 academic year. The data displayed in this report set out the magnitude of the task before Delta College and the community college system. The Office of Planning, Research, and Grants Development will undertake regular review of progress, as data for additional years become available. (TGO)

ED 431 492 JC 990 426

Ijames, Steve; Byers, Carl
Student Enrollment, Full-time Equivalent (FTE), Staff/Faculty Information, Annual Statistical Report. 1995-96. Volume 31.
PUB DATE- 96
NOTE- 258p.; Some pages contain filled-in type.
LANGUAGE- English
EDRS Price- MF01/PC11 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- Access to Education; Basic Skills; *College Outcomes Assessment; *Community Colleges; Community Programs; Educational History; General Education; *Job Training; Partnerships in Education; School Business Relationship; Statistical Data; *Student Characteristics; Tables (Data); Technical Education; Transfer Programs; Two Year College Students; Two Year Colleges
IDENTIFIERS- *North Carolina Community College System

This document contains statistical information about the North Carolina Community College System for the academic year 1995-1996. It presents a summary of the 1995-1996 information collected from each of the 58 community colleges in North Carolina, as well as historical information for an 11-year period. This report is organized in sections that provide information about student enrollment, full-time equivalents, and college staff and faculty. The variables are analyzed in terms of gender, race and ethnicity, age, and geographic origin. The report also examines the above variables in various programs supported by the System: curriculum programs, college transfer programs, general education programs, technical programs, vocational programs, extension programs, basic skills programs, community service programs, the Focused Industry Training program, Human Resource Development programs, the Job Training Partnership Act, Learning Laboratory programs, industry programs, non-occupational programs, and occupational programs. Data are analyzed at the institutional level for each community college in North Carolina as well as at the system level. Results are presented in tabular form, with 50 tables providing all information. The document provides a glossary of terms and a listing of all of the community colleges in North Carolina in the introduction. In addition, the document has three appendices, which contain supplemental data charts. (TGO)

ED 431 493 JC 990 428

Student Satisfaction: The 1998 YESS Survey Results. Yearly Evaluation of Services by Students. Research Report Number 101.

medication administration procedures, an instructional program was developed for those in schools and out-of-home child care settings who are giving medications that are not required to be given by a registered nurse. This manual delineates administrative policies for medication administration in school settings in Colorado and provides an instructional program to train school personnel to give medication to students. Part 1 of the manual provides a training outline of the rights and responsibilities of school personnel related to delegating medication administration, confidentiality, and liability. Part 2 provides guidelines for training school personnel to give medication. This section contains training in four areas: (1) instructional program recommendations; (2) medication overview; (3) handling and administration of medications; and (4) medication orders and records. Included with each lesson are the objectives, time and materials needed, recommended instructor, and recommended videotapes. Also included is a test and answer guide. Appended to the guide is a list of items to be included in trainee workbooks, and sample overhead masters. (KB)

ED 431 511 PS 027 520

Walsh, Froma
Strengthening Family Resilience. The Guilford Family Therapy Series.
PUB DATE- 98
NOTE- 338p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Coping; *Family Counseling; Family Environment; Family Life; Family Needs; *Family Relationship; *Family (Sociological Unit); Intervention; Models; *Resilience (Personality)
IDENTIFIERS- *Family Strengths; Stress (Biological)

Offering an alternative to clinician's prevalent focus on family dysfunction, this book draws upon extensive clinical and research experience to present a framework for therapeutic and preventive work with couples and families who are distressed, vulnerable, or at risk. The book identifies key interactional processes that enable family members to make meaning of adversity and deal effectively with varied psychosocial challenges and constraints. The chapters delineate guidelines for recognizing and fostering core elements of resilience, from shared belief systems to specific communication and problem-solving processes. The chapters are: (1) "Foundations of a Family Resilience Approach"; (2) "Changing Families in a Changing World"; (3) "Belief Systems: The Heart and Soul of Resilience"; (4) "Organizational Processes: Family Shock Absorbers"; (5) "Communication Processes: Facilitating Family Functioning"; (6) "Practice Principles and Guidelines"; (7) "Loss, Recovery, and Resilience"; (8) "Coping and Resilience in Chronic Illness and Family Caregiving"; (9) "Strengthening Vulnerable Multicrisis Families"; and (10) "Reconnecting and Reconciliation: Bridge over Troubled Waters." Contains 337 references. (HTH)

ED 431 512 PS 027 546

CWLA Standards of Excellence for Services for Abused or Neglected based on 10 indicators: (1) low birth weight infants; (2) infant mortality; (3) child mortality; (4) teen violent deaths; (5) teen births; (6) juvenile violent crime arrests; (7) high school dropouts; (8) teens not in school or working; (9) child poverty; and (10) families headed by single parents. Current state and national data are also provided for: (1) children under 6 with working parents; (2) children ages 6-12 with working parents; (3) children under 13 in low-income families with working parents; (4) child care workers' median hourly wages; (5) preschool teachers' median hourly wages; and (6) median hourly wages of all workers. Individual information sheets discuss the following: (1) child care affordability; (2) child care accessibility; (3) care for school-age children; (4) community building; (5) family child care; (6) child care quality; (7) professional development for caregivers; and (8) consumer awareness. Each sheet includes potential strategies and sources for additional information. (KB)

ED 431 533 PS 027 689

Ramey, Sharon L.; Ramey, Craig T.
Going to School: How To Help Your Child Succeed. A Handbook for Parents of Children Ages 3-8. Goddard Parenting Guides.
PUB DATE- 99
NOTE- 278p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Academic Achievement; Early Childhood Education; Educational Change; Educational Environment; Educational Theories; *Family Influence; Interpersonal Competence; *Parent Influence; Parent Materials; *Parent Participation; *Parent Role; Parent Student Relationship; Parent Teacher Cooperation; Primary Education; *Student Adjustment; Teacher Expectations of Students; Young Children

The world of school has changed dramatically in the last two generations, for many reasons, including cultural and linguistic diversity; great changes in family lifestyles; wide disparities in funding for schools; the prevalence of preschool education; and new educational practices for children with disabilities. Noting that the requirements of preparation for schooling go beyond helping a child adjust to a new set of rules and expectations, this handbook serves as a guide, up-to-date reference, and source of ideas and encouragement for parents of preschool- and primary school-age children. Each of the twelve chapters provides resources, activities, and a large body of information culled from scientific studies, theory, and practical experience. The chapters are: (1) "Why School is So Different Today"; (2) "How Children Learn (and How Parents Can Help)"; (3) "Ten Hallmarks of Children Who Succeed in School"; (4) "Parent Involvement in Children's Education"; (5) "Family Life and Academic Success"; (6) "How to Prepare for 'Big School'"; (7) "Choosing Your Child's School"; (8) "Educational Approaches"; (9) "The Academic Side of School"; (10) "The Language Arts"; (11) "The Social Side of School"; and (12) "Your Unique Child." A list of additional references is included. (JS)

ED 431 534 PS 027 690

Stock, William A.; DiSalvo, Pamela M.

LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Adult Education; *Adult Programs; *Career Guidance; Case Studies; *Counseling Services; *Counseling Techniques; Evaluation Methods; Foreign Countries; *Lifelong Learning; Program Evaluation; Synthesis; Trend Analysis
IDENTIFIERS- *European Union

This document synthesizes the findings of case studies of career guidance and advice for adults in the European Union. Section 1 examines the problems of helping the following groups: marginalized individuals in need of vocational or social (re)integration; individuals in the process of becoming marginalized, individuals who appear to be "problem free"; and groups adversely affected by the economic recession. The case study findings pertinent to the issue of facilitating adults' social, personal, and/or occupational transitions are detailed in section 2. Special attention is paid to facilitating vocational integration, encouraging self-esteem and determination, teaching adults to network, helping adults make the best use of what they have learned, and helping adults reacquire a social role and reintegrate into temporary or permanent settings. Section 3 presents the following institutional solutions to the problems of personalizing help, advice, and guidance and offering guidance for the medium- or long-term future: improving services at the individual level, preventing marginalization, developing policies at the European and national levels, adopting a multidisciplinary and holistic approach, and linking passive and active measures. Appended is information about quantitative and qualitative methods of evaluating counseling services and evaluation for cost-benefit analyses and services adapted to needs. The report contains 35 references. (MN)

ED 431 079 CE 078 712

Family and Consumer Sciences Curriculum Review Report.
PUB DATE- 99
NOTE- 204p.
LANGUAGE- English
EDRS Price- MF01/PC09 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Consumer Science; *Curriculum Development; Daily Living Skills; *Educational Improvement; Educational Research; *Family Life Education; Home Economics; Secondary Education
IDENTIFIERS- *Family and Consumer Sciences; *North Allegheny School District PA

This document describes a review of the North Allegheny (Pennsylvania) School District's Family and Consumer Sciences curriculum in order to develop a program that will meet students' needs to integrate family, work, and citizenship. Through intensive research, site visits to other school districts around the country, survey data, resource persons, and reflection, recommendations were developed to improve the program to allow students to connect what they learn in the classroom to the world outside. The 12 recommendations are based on the Pennsylvania Department of Education proposed academic standards for Family and Consumer Sciences. They cover the following curriculum areas: (1) curriculum revision; (2) independent living skills; (3) diversity; (4) student organizations; (5) technology; (6) substance abuse resistance training; (7) human growth and development; (8) child care; (9) nutrition and healthy lifestyles; (10) instructional time; (11) community outreach; and (12) after-school program. Extensive

PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Adult Basic Education; Adult Literacy; Change Strategies; *Education Work Relationship; Foreign Countries; Innovation; Learning Activities; *Literacy Education; National Programs; *Organizational Change; Outcomes of Education; *Pilot Projects; Program Effectiveness; *Workplace Literacy
IDENTIFIERS- *Canada

From 1995-1998, 12 of the 79 organizations funded by Canada's National Literacy Secretariat (NLS) conducted approximately 40 workplace literacy pilot projects across Canada. Those projects were reviewed to determine their effectiveness in increasing the number and quality of Canadian workplace literacy programs. Information for the review was collected from the following sources: review of pertinent materials available through the NLS; conversations with practitioners involved in workplace pilot projects and provincial government representatives; and interviews with representatives of 4 of the 12 organizations (an employer association, federation of labor, the Prairie Regional Training Consortium, and an industrial sector training council). The pilot projects tended to have three fields of activity: learning activities; short-term organizational change strategies; and long-term structural workplace change. The pilots have introduced literacy into a range of new industries and workplaces; however, only a small number of workplaces have created foundations for ongoing programs. Recommendations emerging from the review included calls for the NLS to fund more innovative workplace learning strategies and extend the time and financial resources for pilots to support more effective organizational change activities. A French translation is included. (Appended is information about how the review was conducted.) (MN)

ED 431 097 CE 078 753

Farstad, Halfdan
Vocational Education and Training in Norway.
PUB DATE- 99
NOTE- 154p.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adult Education; *Educational Administration; Educational Certificates; Educational Finance; Educational Legislation; Educational Quality; Educational Trends; Females; Financial Support; Foreign Countries; *Job Training; Postsecondary Education; Secondary Education; Student Certification; Teacher Certification; Teacher Education; *Vocational Education; Womens Education
IDENTIFIERS- *Norway

This volume on Norway describes the country's initial and continuing vocational education and training (VET) system. Chapter 1 provides background information on political and administrative structures; population; and economy and labor force. Chapter 2 describes briefly the Norwegian education and training system. Chapter 3 describes the VET system--initial VET at the upper secondary level, in higher education, and provision for individuals with specific needs. It addresses these topics: continuing VET, including general provision, business-oriented competence enhancement measures, and training as a labor market measure. Chapter 4 looks at administration of education and training, including laws and legal arrangements regarding VET and administrative arrangements, and financial arrangements for initial and continuing VET. Chapter 5 progress. In most of the countries, labor market analysis methods had yet to be adopted and the connection between learning and work was often reduced to irrelevant theory or unreflective "doing." (An appendix constituting approximately 50% of this document contains summaries of the case studies.) (MN)

ED 431 116 CE 078 791

Huws, Ursula; Jagger, Nick; O'Regan, Siobhan
Teleworking and Globalisation. Towards a Methodology for Mapping and Measuring the Emerging Global Division of Labour in the Information Economy.
PUB DATE- 99
NOTE- 117p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adult Education; Cluster Analysis; Data Analysis; Data Collection; Developed Nations; Developing Nations; Economic Research; *Employment Patterns; Foreign Countries; *Global Approach; Information Processing; Labor Economics; Labor Needs; Labor Utilization; Measurement Techniques; Models; *Occupational Surveys; Research Methodology; Tables (Data); *Telecommunications
IDENTIFIERS- Bulgaria; Global Economy; India; Information Economy; International Surveys; Russia; *Telecommuting; *United Kingdom

Inexpensive telecommunications, the spread of computing, and globalization are creating major change in the location of work within and between countries. Because no tools have yet been developed to investigate the new spatial employment patterns, a cluster analysis involving more than 50 variables and 206 countries was performed to group countries and identify their position in the emerging global division of labor in information-processing work. The analysis identified qualitative and quantitative changes occurring in the organization of distribution of work. Special attention was paid to the following: call centers (centers in remote locations at which functionally specialized workers with a telecommunications link to customers are concentrated); off-shore data processing; and development of the export software industry in countries such as India, the Philippines, Russia, and Bulgaria. Data about the numbers and characteristics of home-based teleworkers in the United Kingdom that were drawn from the UK Labour Force Survey were also used in the analysis. The following factors associated with high and low rates of teleworking were discussed: cost and availability of information and telecommunications technology; differing sectoral and occupational structures; urbanization; household size and structure; and national regulatory context. (Nineteen tables are included. The report contains 104 references.) (MN)

ED 431 117 CE 078 792

Campbell, Annie, Ed.; Curtin, Penelope, Ed.
ACE--Some Issues.
SPONS. AGENCY- Australian National Training Authority, Brisbane.
PUB DATE- 99
NOTE- 105p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Access to Education; *Adult Education; Adult

Assessment of the Business Education Program by Alumni.
PUB DATE- 99
NOTE- 11p.; Paper presented at the Annual Meeting of the American Educational Research Association (Montreal, Quebec, Canada April 19-23, 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Achievement; Beginning Teachers; Behavioral Objectives; *Business Education; College Graduates; *Educational Needs; Educational Research; Graduate Surveys; Higher Education; Middle Schools; *Preservice Teacher Education; Program Evaluation; Secondary Education; Teacher Education Curriculum; Teacher Education Programs
IDENTIFIERS- California State University Northridge

A descriptive study surveyed 210 California State University at Northridge graduates who earned a Bachelor of Science degree in business education and wished to teach business courses in California public middle and secondary schools. They were asked to assess intended educational outcomes established by Department of Office Systems and Business Education faculty. Of 210 mailed questionnaires, 78 were returned; 50 provided usable data. Alumni identified four business courses that best prepared them for their first teaching position: accounting, technology, teaching methods, and communication; they indicated that statistics did not prepare them for their first teaching position. They suggested these courses would have helped prepare them for their career: a specialized course in technology and a methods course emphasizing tests and measurements, lesson planning, and classroom management. Although they had a favorable perception of the business education program, citing a relevant curriculum and knowledgeable professors, one indicated a need for more partnering with business and industry to provide students with opportunities to meet professionals, five recommended a methods course specific to business education and school administration, and two suggested that faculty and administrators in the colleges of business and education need to communicate effectively. As a result of this study, an assessment plan, including a revised survey, was developed. (The paper contains 10 references and the following appendices: Business Education Program Assessment Plan, with mission statement, goal statement, intended program outcomes, and assessment criteria and procedures; and survey.) (YLB)

ED 431 135 CE 078 834

Matsuda, Sandra; Donaldson, Joe F.
Information-Seeking Activity of Rural Health Practitioners.
PUB DATE- 99
NOTE- 30p.; Paper presented at the Annual Meeting of the American Educational Research Association (Montreal, Quebec, Canada, April 19-23, 1999).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Access to Information; *Allied Health Occupations; Allied Health Occupations Education; Continuing Education; *Information Needs; *Information Seeking; *Nurses; Nursing Homes; Occupational Therapists; Physical Therapists; Radiologic Technologists; Respiratory Therapy; *Rural Areas; Speech Language Pathology; Technological Literacy; User Needs

EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Activities; *Adolescents; Adults; Anger; Bereavement; Evaluation; *Grief; Group Counseling; Guilt; Leaders; Music; Parent Participation; Resources; Social Support Groups; Therapy; Visual Arts; Writing (Composition)

Teens who have experienced the death of a parent, grandparent, friend, or relative often find it difficult to grieve openly. When adults whom teens trust are aware of the cycle of grief, they can provide a safe atmosphere to allow teens to experience the turmoil of the intense and conflicting emotions in order to move toward healing. This guide is designed to help adults connect with grieving teens. It offers background information along with many specific activities to help teens reflect upon and talk about particular concerns. There are also ideas for creating a balance as the teen adjusts to the many changes brought by the loss of someone close. Issues of grief are introduced through drawing, molding clay, painting, movement, writing, listening to music, as well as talking in pairs and as a group. This resource provides busy teachers, counselors, psychologists, hospice personnel, and religious youth workers with necessary information to work with teens in a group setting or support an individual teen touched by grief. In a less formal setting this book could serve as a guide for a concerned neighbor or family member who already has a rapport with a grieving teen on the healing journey toward wholeness. (Contains 7 figures, an index, and 14 references.) (MKA)

ED 431 153 CG 029 211

Watts, Richard E., Ed.; Carlson, Jon, Ed.
Interventions and Strategies in Counseling and Psychotherapy.
PUB DATE- 99
NOTE- 246p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Counseling Techniques; Family Counseling; *Intervention; Parent Education; Play Therapy; Problem Solving; *Psychotherapy; Social Cognition; Theories
IDENTIFIERS- Adler (Alfred); *Adlerian Psychology; Brief Therapy; Couple Therapy; Diagnostic Statistical Manual of Mental Disorders; Glasser (William); Hypnotherapy

This book acknowledges the contributions of Alfred Adler and illustrates the many ways in which Adlerian ideas underpin and influence contemporary therapeutic approaches. It brings together today's leading thinkers to address the practice of counseling and psychotherapy from a social-cognitive perspective. Contributors apply the basic ideas of Alfred Adler to modern therapeutic approaches, including play therapy, parent education, couple therapy, brief therapy, and problem-solving therapy. It is intended not only for Adlerian psychologists but also for counselors, psychologists, psychotherapists of any theoretical grounding and graduate and doctoral students enrolled in counseling and psychology programs. Chapters are: (1) "The Vision of Adler" (Richard E. Watts); (2) "Brief Therapy Strategies and Techniques" (William G. Nicoll); (3) ""Problem-Solving Counseling: Integrating

Literacy: Why Children Can't Read; A Review of Current Federal Programs; Teachers: The Key to Helping America Learn. Hearing before the Committee on Education and the Workforce. House of Representatives, One Hundred Fifth Congress, First Session (July 10, July 31, September 3, 1997).
PUB DATE- 99
NOTE- 562p.; Serial No. 105-53.
LANGUAGE- English
EDRS Price- MF02/PC23 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Elementary Education; *Federal Programs; Hearings; *Literacy; Reading Achievement; Reading Difficulties; Reading Improvement; *Reading Instruction; *Teacher Role
IDENTIFIERS- Congress 105th

This document presents the transcript of Congressional hearings to gather information as to why children cannot read. Current federal programs were reviewed as well. After opening statements of the Hon. Bill Goodling and the Hon. Tim Roemer, the transcript for the hearing held on July 10, 1997 on why children cannot read includes the texts of oral statements and prepared statements by the following individuals or organizations: Richard Venezky, Reid Lyon, Robert E. Slavin, Catherine Snow, Vivian L. Gadsden, Janet Nicholas, Barbara Ruggles, Margaret Doughty, the Hon. Bill Clay, and Carolyn McCarthy. The transcript for the hearing held on July 31, 1997 on a review of current federal programs on literacy includes the texts of oral statements and prepared statements by the following individuals or organizations: the Hon. Bill Clay, the Hon. Lamar Smith, Maris A. Vinovskis, Herbert Walberg, Joseph Johnson, Jr., Cheryl Wilhoyte, and Andrew Hayes. After an opening statement of the Hon. Bill Goodling, the transcript for the hearing held on September 3, 1997 on teachers as the key to helping America learn to read includes the texts of oral statements and prepared statements by the following individuals or organizations: Ann W. Mintz, Debra Wakefield, Kimberly Wilson, Laura D. Fredrick, Beth S. Check, Louisa C. Moats, Nancy Thompson, and materials submitted by the Hon. Bobby Scott. (RS)

ED 431 172 CS 013 591

A Study of the Instructional Effectiveness of the SIGNATURES Program. SIGNATURES Technical Report #1.
SPONS. AGENCY- Harcourt School Publishers, Orlando, FL. Dept. of Test Services.
PUB DATE- 98
NOTE- 8p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Curriculum Research; Elementary Education; Grade 1; Grade 4; *Instructional Effectiveness; Pilot Projects; Pretests Posttests; Program Evaluation; *Reading Instruction; *Reading Programs
IDENTIFIERS- Stanford Achievement Tests

A pilot study was conducted to evaluate the instructional effectiveness of the SIGNATURES program (Harcourt Brace), an elementary reading program that aimed to reflect the best thinking about reading instruction. In developing the program, the publishers reviewed current curriculum guides and content standards for most states and from professional groups such as the National Council of Teachers of English and the International Reading Association. Also, they met in small focus groups with hundreds of teachers and consulted with

ED 431 194 CS 216 774

Johnson, Bea
Never Too Early To Write: Adventures in the K-1 Writing Workshop.
PUB DATE- 99
NOTE- 149p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Childrens Writing; Class Activities; Classroom Techniques; *Emergent Literacy; Grade 1; Kindergarten; Language Arts; Parent Teacher Cooperation; Primary Education; Teacher Role; *Writing Skills; *Writing Strategies; *Writing Workshops
IDENTIFIERS- Writing Motivation

This book was developed for two reasons: to show teachers, administrators, and parents how to have a successful year-long writing program; and to demonstrate that a valuable literacy tool is not expensive when it utilizes reading-readiness materials already in use. Intended primarily for K-1 teachers, the book contends that students can be encouraged to write even before they can read. Among other things, it shows teachers how to use dictation, drawing, scribbling, and temporary spelling to build writing skills, and how to maximize 10 effective classroom writing-workshop strategies in a literature-based setting or with any readiness series. The book also contains a wordless books list, an extensive pattern books list, and a list of periodicals that publish children's writing. (NKA)

ED 431 195 CS 216 776

Louisiana English Language Arts Content Standards. Bulletin 1963.
PUB DATE- 97
NOTE- 52p.; Downloaded document.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Academic Standards; Communication Skills; Curriculum Development; Elementary Secondary Education; English Curriculum; *English Instruction; Information Literacy; *Language Arts; Listening Skills; Reading Skills; *State Standards; Writing Skills
IDENTIFIERS- *Louisiana; Louisiana

The content standards define what Louisiana students should know and be able to do in the English language arts in order to become lifelong learners and productive citizens in the 21st century. The content standards demonstrate an expanded definition of literacy--one that includes not only knowledge and application of subject matter, but also the ability to be literate technologically and to function as part of a team working individually, collaboratively, and strategically to achieve a common goal. The English language arts (reading, writing, speaking, listening, viewing, and visually representing) are interwoven as pervasive themes throughout the document. The content standards are not categorized by strands. Brief descriptions of five foundation skills are provided along with an information literacy model for lifelong learning, and the seven English language arts content standards. Benchmarks for grades K-4, 5-8, and 9-12 are provided for each standard followed by charts presenting the same information. Contains 50

PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Case Studies; Elementary Secondary Education; *Legal Responsibility; Public Schools; *School Responsibility; School Role; Self Injurious Behavior; State Surveys; Student Problems; Student Welfare; *Suicide; *Youth Problems
IDENTIFIERS- *Adolescent Suicide; *Illinois

This paper outlines educators' responsibilities when a student speaks of suicide. It focuses on suicide in Illinois and reports on a survey that asked principals about suicide behavior in their schools. The results were divided into three categories: districts with fewer than 1,000 students, districts with 1,000 to 2,500 students, and districts with enrollment over 2,500. The report examines suicide attempts, demographics, and risk factors. It describes the training of staff as well as schools' policies and practices to deal with student suicide, detailing lawsuits over a 5-year period. The survey results show that more than 90 percent of small districts have not experienced student suicide. Although schools with 500 or fewer students accounted for 18 percent of the total self-inflicted deaths among Illinois young people, evidence suggests that smaller schools have not yet recognized and/or addressed the growing problem of suicide among the young. The paper analyzes the applicability of case law on student suicide, discussing some of the principles that have arisen in litigation, including state courts' tendency to provide broad-based legal protection for schools. Overall, the law does not require educators without specific training and experience to discover or diagnose psychiatric, psychological, or emotional conditions that may lead to a student harming him- or herself. (RJM)

ED 431 216 EA 029 838

Targeting Student Learning: The School Board's Role as Policymaker. Effective Policy Development in an Education Reform Environment.
PUB DATE- 98
NOTE- 103p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Administrative Policy; Board of Education Policy; Core Curriculum; *Educational Policy; Elementary Secondary Education; *Policy Formation; *School Policy; School Role

This book identifies a targeted set of policy topics related to student learning. It includes some key concepts and provides a set of policy categories and issues designed to serve as the basis for board/superintendent leadership and any resulting staff-implementation of a district's educational program. The categories and topics, which are directed at the education program and student learning, are based on the underlying principle that it is the board's and superintendent's responsibility to ensure that all students have an opportunity to succeed at learning. The program begins with a framework for school-district policymaking, emphasizing the key components in policy development. The framework includes: the legal role of policy; the purposes of policies; the relationship between boards and superintendents in policymaking; policy development, adoption, and maintenance; the various roles of staff and community in policy development; governance and planning; academic standards and assessment; education programs; curriculum; instruction; learning environments; professional most of the principals thought that their review teams conducted the review in a highly professional, balanced, and fair manner. Forty percent of the principals believed that their review team had sufficient knowledge of current curriculum practice and management. Principals also noted that the ERO review was a stressful experience and expressed concern about its disruption of school life. Appendices contain the survey questionnaire and a table of survey responses. (RJM)

ED 431 234 EA 029 882

Hanle, Robert C.
Setting New Standards, Reaching New Heights: A Report by the Governor's Advisory Task Force on Education and Learning.
PUB DATE- 97
NOTE- 35p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Academic Standards; *Blue Ribbon Commissions; Educational Change; Educational Policy; Elementary Secondary Education; Excellence in Education; Policy Formation; *State Standards; *Statewide Planning
IDENTIFIERS- *Wisconsin

This report presents the findings of a governor's task force charged with developing the mission and direction of education in Wisconsin. The document provides the background behind the formation of the task force and the role of education in the state's economy. It relates how education represents the state's largest expenditure and describes the lack of high expectations for students. It discusses the controversy surrounding state standards, concerns about state standards and testing, state standards in core subjects, standards and assessment development, and the task force's recommendations on standards. The report then outlines the standards themselves, and their importance in helping students attain a higher level of knowledge and skills. Standards are only as strong as the system measuring their achievement and the public acceptance of standards and of assessment. The report profiles strategies for public engagement and offers suggestions for professional development, stating that standards and assessment must be employed to improve student performance. It outlines ways to help students with disabilities and suggests that all students be included in statewide assessments. Various recommendations on public engagement, on professional development, and on assessment participation are featured, along with a glossary of key terms. (RJM)

ED 431 235 EA 029 883

Finley, Sandra J.
The Progress of Education in Louisiana.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 99
NOTE- 23p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Academic Standards; Educational Change; *Educational Policy; Elementary Secondary Education; Excellence in Education; Policy Formation; *School Effectiveness; *State

evaluation. Section 3, "Instruction," focuses on instructional practices for working with individuals with disabilities. It discusses how to create a context for learning, how to provide quality instruction through planning, and how to select activities when designing instruction for students with disabilities. The final chapter provides application activities for each of the preceding chapters. (Contains approximately 400 references.) (CR)

ED 431 253 EC 307 232

Reevaluation. Quick Turn Around (QTA) Forum.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- 99
NOTE- 8p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Disabilities; *Disability Identification; Elementary Secondary Education; *Eligibility; *Federal Regulation; Parent Participation; Policy Formation; Special Education; *State Programs; *Student Evaluation; Surveys
IDENTIFIERS- Individuals with Disabilities Educ Act Amend 1997

This report discusses the results of a survey of 32 states and the Department of Defense Dependent Schools (DODDS) regarding the reevaluation of students who are classified as having a disability under the Individuals with Disabilities Education Act (IDEA). It summarizes provisions governing reevaluation in IDEA, describes the methodology of the research, and provides the survey's findings. Results indicated that at least 31 states and DODDS are either in the process of or are planning to develop policy, procedures, and/or guidelines related to reevaluation under the 1997 amendments to IDEA. One state has completed all revisions. The most common areas being addressed in policy development are the situations warranting reevaluation, exit criteria, family input, and frequency of reevaluation. As revision and development takes place, states and territories would like to review examples of policies, procedures, and guidelines from other states on reevaluation. The area most in need of clarification is the parental involvement section of the regulations. (CR)

ED 431 254 EC 307 233

Assessments & Statements. CSIE Summary of Part 4 of the Education Act 1996. Updated January 1999.
PUB DATE- 99
NOTE- 9p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Conflict Resolution; *Disabilities; Elementary Secondary Education; *Eligibility; Foreign Countries; *Individualized Education Programs; *Learning Problems; Parent Rights; School Districts; School Responsibility; *Special Education; *Student Evaluation
IDENTIFIERS- *Education Act 1996 (England)

This booklet describes Great Britain's Education Act of 1996, Part 4, which is related to the education of pupils with learning difficulties. Issues discussed are the main aspects of involvement in literacy development: first, to provide a "head start" in reading and writing, and, second, to increase bonding. Project DADS (Dads as Developmental Specialists) is based on a model which involves recruitment of fathers and authentic observation in which emerging child behaviors and the father's matching facilitating behaviors are identified prior to training. Next the Project DADS study is described. Between March and October 1999, Project DADS provided 8 hours of training to 90 fathers of young (birth through age 5) children with disabilities. This study is investigating the following questions: (1) what are the demographics of the volunteer trainees and their children? (2) what are the perceptions of trainees concerning the value of father-child literacy activities? (3) what is the attrition rate for participating fathers and the reasons given? (4) what are the trainees' current literacy practices? (5) what are the fathers' perceived strengths and weaknesses regarding father-child literacy? (6) what child-literacy goals do the fathers set for themselves and their children? and (7) to what extent are the fathers successful in implementing the knowledge, skills and attitudes developed in the training program? Contains 23 references. (DB)

ED 431 273 EC 307 255

Porlier, Pascale; Saint-Laurent, Lise; Page, Pierre
Social Contexts of Secondary Classrooms and Their Effect on Social Competence and Social Adjustment of Students with Learning Disabilities.
PUB DATE- 99
NOTE- 12p.; Paper presented at the Annual Meeting of the American Educational Research Association (Montreal, Quebec, Canada, April 19-23, 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Class Organization; *Classroom Environment; Foreign Countries; High Schools; *Inclusive Schools; *Interpersonal Competence; *Learning Disabilities; Peer Acceptance; *Special Classes; *Student Attitudes; Teacher Attitudes
IDENTIFIERS- *Quebec

This study compared the perceptions of 227 ninth- and tenth-grade students with learning disabilities in regular and special secondary classrooms. Students' perceptions of their classroom environment and their social competence were assessed. Results showed that students with learning disabilities perceived regular classes as being better organized and more task-oriented than special classes. Students with learning disabilities in inclusive classes had the same judgment about the classroom environment as regular students. Contrary to expectations, students with learning disabilities in special classes did not perceive of themselves as being less socially competent than the students in regular classes. The study also found that students with learning disabilities in special classes were perceived as being more socially competent by their teachers and were accepted more by their peers than students with learning disabilities in regular classes. Contains 15 references. (Author/CR)

ED 431 274 EC 307 256

Think Ability. President's Committee on Employment of People with Disabilities: Educational Kit 1999.
PUB DATE- 99

ED 431 291 EF 005 385

Watson, Lucy; Wadsworth, Alison; Daniels, Richard; Wonnacott, Geoff

Art Accommodation in Secondary Schools. A Design Guide. Building Bulletin 89.

PUB DATE- 98

NOTE- 67p.; Colored photographs may not reproduce clearly.

LANGUAGE- English

EDRS Price- MF01/PC03 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)

DESCRIPTORS- *Art Education; Check Lists; Classroom Furniture; *Educational Environment; Educational Facilities Design; Foreign Countries; *Interior Design; Lighting; Secondary Education; *Secondary Schools

IDENTIFIERS- England

Schools vary in the way they choose to deliver their art curriculum, and this affects their accommodation needs. This document provides guidance on accommodation for art and design in secondary schools, concentrating on the needs of 11- to 16-year-old pupils. (No specific advice on the specific needs of special education students is provided.) Section 1 outlines the range of teaching and non-teaching spaces likely to be required and key planning issues. Section 2 describes each teaching and non-teaching space and illustrates furnished plans of typical spaces. Section 3 provides guidance on a typical range of furniture and suggests ways of using this to establish a flexible environment. Section 4 summarizes the main regulations, providing a reference for further reading and guidance on the lighting of art rooms. Section 5 describes new and adapted art departments in four existing schools. Finally, Section 6 covers general cost issues and includes a case study cost analysis. Appendices include a checklist and glossary. (Contains 29 references.) (GR)

ED 431 292 EF 005 386

Tawney, David

Fume Cupboards in Schools. (Revision of Design Note 29). Building Bulletin 88.

PUB DATE- 98

NOTE- 63p.

LANGUAGE- English

EDRS Price- MF01/PC03 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)

DESCRIPTORS- Biological Sciences; Chemistry; *Equipment Standards; Foreign Countries; *Laboratory Equipment; Safety; Secondary Education; *Secondary School Science; *Secondary Schools

IDENTIFIERS- England; *Fume Hoods; Gases

Regulations require hazardous gases in school science classrooms to be controlled, i.e., their levels in the air kept below the exposure limits, with fume cupboards being the most usual method. This document reviews the requirements for fume cupboards used in schools and colleges for teaching the sciences, mainly chemistry and biology, up to A-level GCE. It covers the level of provision that is desirable to meet curriculum needs and makes recommendations for good practice in uninterrupted viewing time and discussion interspersed with viewing are used. A ten-minute semi-directed journal-writing session follows, then a freewriting session. Specific guidelines are given concerning style, attention to form (minimal), and audience awareness. The teacher provides feedback on the journal entries, and encourages response to the feedback during home-writing sessions. Review of the entries at semester's end encourages recall of television segments, vocabulary, and related discussions. The five kinds of feedback offered to students concerning form are described, and excerpts from student journal entries and teacher responses provide insight into the learning process. Contains 11 references. (MSE)

ED 431 314 FL 025 859

Stoynoff, Stephen; Camacho, Terry
The Handbook of Funding Opportunities in the Field of TESOL.
PUB DATE- 98
NOTE- 255p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Reference Materials - General (130)
DESCRIPTORS- Annotated Bibliographies; Awards; Classroom Research; Databases; Directories; *English (Second Language); *Federal Aid; Fellowships; Fund Raising; *Grants; Grantsmanship; Information Sources; Internet; Language Research; Language Teachers; Philanthropic Foundations; *Private Financial Support; Professional Associations; Professional Development; Program Development; *Proposal Writing; Scholarships; Second Language Instruction
IDENTIFIERS- Fortune 500; National Endowment for the Humanities; National Science Foundation; *Sponsored Research

The handbook is intended to help those engaged in teaching English to speakers of other languages (TESOL) identify and effectively pursue sponsored support for research and other professional activities. It consists of four chapters. The first is an introduction to the world of sponsored support. Major sponsors are profiled and strategies for identifying and pursuing funded opportunities are highlighted. The second chapter includes a directory of over 200 specific awards that support research, education, and individual professional and program development. Each entry includes a brief description of the awards and important contact information. Chapter three reviews the steps in writing grant proposals and describes each of the proposal's major elements. The fourth chapter is an annotated bibliography of resources that can be used to identify potential sponsors and prepare proposals. Sample grant applications for the National Science Foundation, National Endowment for the Humanities, and Fortune 500 Corporate Foundation are appended. (MSE)

ED 431 315 FL 025 861

Miyao, Mariko
Error Analysis To Understand Your Students Better.
PUB DATE- 99
NOTE- 20p.; Paper presented at the Annual Meeting of the Japan Association of Language Teachers (23rd, Hamamatsu, Japan, October 9-12, 1997). "Published in the 1999 issue of the Bulletin of Tokyo Kasei Gakuin Tsukuba Women's University."
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)

March 9-13, 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Classroom Techniques; Course Descriptions; Course Organization; Curriculum Design; *Reading Instruction; *Short Stories; Student Evaluation; Student Journals; Student Projects; Vocabulary Development

The outline for a reading course based on both intensive and extensive reading of short stories is presented. The 11-week course focuses on five stories, three selected by the teacher and two selected by the students as a class. A course overview details the sequence of reading and classroom activities, and the procedures for a typical four-week story unit are also specified. Each unit includes pre-reading activities, several options for text reading, a comprehension check, a discussion of literary issues (setting, character, plot), a session devoted to literature discussion circles, and extending activities such as role play, dialogue writing, debate, or discussion and special writing assignment. Additional materials include a sample exercise for one story, procedures for a literary circle, directions for student journal entry writing, notes on the evaluation of journals, procedures for keeping a vocabulary log, and directions for a concluding independent reading project. Contains 22 references and a list of potential stories for classroom use. (MSE)

ED 431 336 FL 025 889

Carreon, Edwina S.
Preparing ESP Practitioners for the Unfamiliar.
PUB DATE- 96
NOTE- 21p.; Paper presented at the Annual Meeting of the Teachers of English to Speakers of Other Languages (30th, Chicago, IL, March 26-30, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Course Content; *Discourse Analysis; Educational Needs; *English for Science and Technology; *English for Special Purposes; *English (Second Language); Foreign Countries; Graduate Study; Higher Education; Program Descriptions; Second Language Instruction; Teacher Education; *Technical Writing
IDENTIFIERS- De La Salle University (Philippines)

This paper discusses the dilemma of the non-specialist teacher of English for Specific Purposes (ESP) or English for Science and Technology when faced with technical content, and describes the response of De La Salle University (Philippines) that broadened the graduate curriculum to help develop future ESP teacher competencies. The personal experiences and frustrations of an uninitiated ESP teacher and the limitations of even the well-educated layman in teaching specialized language, drawing on recent literature are described. Five essential elements of ESP teacher training are identified: familiarity with key concepts in a scientific or professional discipline; acquaintance with its discourse characteristics and skill in genre analysis; familiarity with discourse and knowledge appropriation processes in science and engineering; awareness of expectations and valuing systems; and a repertoire of strategies for campus university system. The morale component was comprised of three interrelated dimensions: institutional regard, mutual loyalty, and quality of work. The study found that perceptions of worklife and morale were individually held, as opposed to collective organizational perceptions; it also established the construct validity of the notion of "morale," and found that perceptions of organizational process (morale and worklife) explained the "intent" of midlevel administrators to leave their current position. Demographic and structural variables had only a limited effect on morale and intent to leave. (Contains 41 references.) (DB)

ED 431 356 HE 032 121

DesJardins, Stephen L.; Pontiff, Harry
Tracking Institutional Leavers: An Application.
PUB DATE- 99
NOTE- 16p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Serials (022),Reports - Research/Technical (143)
DESCRIPTORS- Academic Persistence; College Outcomes Assessment; Databases; *Dropout Research; *Dropouts; Followup Studies; Higher Education; Research Methodology; State Programs; Student Characteristics
IDENTIFIERS- *University of Minnesota Twin Cities

This study attempted to track students (n=2,077) who entered the University of Minnesota (Twin Cities campus) in 1986 but had not completed a degree at that institution within eight years of matriculation. The study utilized the Minnesota Higher Education Services Office's statewide database which allowed researchers to determine if, when, and where these students had reenrolled within Minnesota's higher education system. Characteristics and patterns of "stayers" and "leavers" were compared. The study found that 60 percent of leavers did so during their first two years; students who left later often had grade point averages below those needed to transfer to preferred upper division units. Although leavers generally had demographic characteristics similar to stayers, leavers were more likely to have had low entrance test scores and high school rank percentiles; early leavers who reenrolled in a state institution were likely to enroll at a community college or vocational/technical institution, but students who left after three or four years overwhelmingly chose four-year institutions. About 63 percent of leavers eventually attained senior status in a four-year institution or attended a vocational/technical college long enough to complete a program. Nine tables present details of the study's findings. Policy implications of the findings and the use of statewide tracking systems are discussed. (Contains 13 references.) (DB)

ED 431 357 HE 032 122

Milam, John
Using the National Datasets for Faculty Studies.
SPONS. AGENCY- National Center for Education Statistics (ED), Washington, DC.; National Science Foundation, Arlington, VA.
PUB DATE- 99
NOTE- 22p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Serials (022),Reports - Research/Technical (143)

educational institutions. Following a summary chapter, chapters describe activities of community colleges, public four-year colleges and universities, independent colleges and universities, private career schools, and advanced technology centers. A summary table shows the types of joint activities reported for each institution. (DB)

ED 431 375 HE 032 164

Agreement between the City University of New York and the Professional Staff Congress/CUNY, February 1, 1996-July 31, 2000.
PUB DATE- 96
NOTE- 98p.; For the previous agreement, see ED 333 795.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Arbitration; *Collective Bargaining; *College Faculty; *Contracts; Employment Practices; *Faculty College Relationship; Faculty Development; Faculty Evaluation; Faculty Organizations; Faculty Workload; Fringe Benefits; Grievance Procedures; Higher Education; *Personnel Policy; Public Colleges; Teacher Dismissal; *Unions; Universities
IDENTIFIERS- *City University of New York; *Professional Staff Congress CUNY

This document presents the agreement between the City University of New York (CUNY) and the Professional Staff Congress (PSC) of CUNY, which represents the instructional staff of the institution. The five-year agreement is detailed in 42 articles which address: recognition; CUNY-PSC relationships; unit stability; check-off and agency shop; information and date; a reassigned time; organizational use of facilities; nondiscrimination; appointment and reappointment; schedule for notification of reappointment and non-reappointment; classification of titles; certificate of continuous employment; multiple-year appointments for higher education officers; leaves and holidays; workload; temporary disability or parental leave; jury duty; professional evaluation; personnel files; complaint, grievance, and arbitration procedures; disciplinary actions; increased promotional opportunities; distinguished professorships; salary schedules; research fellowships and scholar incentive awards; welfare benefits; retirement; travel allowances; waiver of tuition fees; facilities and services; rehiring of persons who are discontinued; discontinuances; faculty development; medical series salary schedules; CUNY law school salary schedules; resident salaries; academic calendar; workers' compensation; occupational safety and health; educational technology; no strike pledge; legislative action; 1996-2000 financial provisions; and duration. Appendixes include pertinent sections of a workload settlement agreement and the Educational Opportunities Center agreement. (DB)

ED 431 376 HE 032 165

Student Financial Aid Handbook, 1999-2000.
PUB DATE- 99
NOTE- 531p.; For the 1998-99 edition, see ED 414 851.
LANGUAGE- English
EDRS Price- MF02/PC22 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Compliance (Legal); Educational Finance;

such developing notions--learner-initiated learning, the construction of narrative beds (narrative learning), and the power of metaphors--are illustrated and investigated. How instructional technologies fit into the emerging postmodern theory of curriculum is also addressed. (Author)

ED 431 396 IR 019 527

Schrader, Stuart M.
Virtual Interpersonal Communication: Student Research Papers Morphed into a WWW Page Format.
PUB DATE- 98
NOTE- 9p.; Paper presented at the Mid-South Instructional Technology Conference (3rd, Murfreesboro, TN, April 5-7, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Communication (Thought Transfer); Course Content; Higher Education; Hypermedia; *Material Development; *Nonprint Media; Printed Materials; *Research Papers (Students); Student Research; *World Wide Web; *Writing Assignments
IDENTIFIERS- Oral Presentations; *Web Pages; Web Sites

This paper provides a descriptive account of how students in an advanced interpersonal communication course were instructed to reconstruct and/or morph their paper copies of original research papers into World Wide Web sites. Course goals and objectives are outlined, and course expectations are illustrated. The paper then reports on four paper assignments that were chronologically developed throughout the course in order to culminate in a final formal presentation of an online original research paper by undergraduate communication students. Finally, the utility of these assignments is addressed, and future recommendations are made. (Author/AEF)

ED 431 397 IR 019 688

Applying Technology to Restructuring and Learning: Professional Development Modules 1-3.
PUB DATE- 99
NOTE- 100p.; A publication of the Technology Assistance Program.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Active Learning; Computer Software Evaluation; *Computer Uses in Education; Constructivism (Learning); Cooperative Learning; Courseware; Educational Environment; *Educational Technology; Elementary Secondary Education; *Faculty Development; Instructional Design; Learning Activities; Learning Modules; Problem Solving; Teacher Role; Teaching Methods
IDENTIFIERS- Electronic Presentations; *Learning Environments; *Technology Implementation

This document contains the facilitator's guide for three of 12 professional development modules under development by the Applying Technology to Restructuring and Learning project. The modules are designed for professional developers and teachers interested in creating technology-assisted constructivist learning environments in K-12 classrooms. Multiple activity centers with rotating roles and assignments is the strategy modeled in the first module, "Active Learning Environments."

Tired of Teaching Software Applications?
PUB DATE- 98
NOTE- 10p.; In: Proceedings of the International Academy for Information Management (IAIM) Annual Conference (13th, Helsinki, Finland, December 11-13, 1998); see IR 057 374.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Business Administration Education; *Computer Assisted Instruction; Computer Literacy; Computer Science Education; *Computer Software; Higher Education; *Instructional Effectiveness; Intermode Differences; Introductory Courses; *Learner Controlled Instruction; Multimedia Instruction; Pretests Posttests; Student Surveys; Tables (Data); Teaching Methods; World Wide Web
IDENTIFIERS- Business Schools; Microsoft Excel; Microsoft PowerPoint; Microsoft Windows; Microsoft Word; Netscape

Many university business schools have an instructor-led course introducing computer software application packages. This course is often required for all undergraduates and is a prerequisite to other courses, such as accounting, finance, marketing, and operations management. Knowledge and skills gained in this course should enable students not only to understand "the mechanics" but also to apply learned skills to more complex problems during their business careers. Many entry-level positions, regardless of the discipline or industry, require some knowledge and understanding of several software application packages. Therefore, students in this first information systems course usually learn World Wide Web searching techniques using a browser, an operating system, a word-processing package, a spreadsheet package, and some presentation graphics. This paper summarizes problems with the formal instructor-led computer lab and provides some additional rationale for selecting self-paced software over traditional classroom instruction. The outcomes of 24 students using self-paced multimedia instruction to learn Windows 95, Netscape, Microsoft Word, Excel, and PowerPoint are reported. Students completed an initial questionnaire and were pre-tested on Excel. At the end of six weeks, students completed an exit survey and were pretested on all applications. It was concluded that the self-paced software offered additional benefits to the lecture-based presentation. (Author/MES)

ED 431 416 IR 057 378

Yip, Willie
Development of Multimedia Teaching Materials for a Common Service Subject in Information Technology.
PUB DATE- 98
NOTE- 9p.; In: Proceedings of the International Academy for Information Management (IAIM) Annual Conference (13th, Helsinki, Finland, December 11-13, 1998); see IR 057 374.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Computer Assisted Instruction; Computer Literacy; Computer Science Education; *Courseware; Foreign Countries; Higher Education; *Information Technology; *Material Development; Multimedia Instruction; *Multimedia Materials; Optical Data Disks
IDENTIFIERS- Hong Kong Polytechnic; Microsoft PowerPoint

PUB DATE- 98
NOTE- 16p.; In: Proceedings of the International Academy for Information Management (IAIM) Annual Conference (13th, Helsinki, Finland, December 11-13, 1998); see IR 057 374.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Decision Making; *Economic Climate; *Evaluation Methods; *Information Industry; Information Services; Information Technology; *International Trade; *Internet; Management Information Systems; *Marketing; Mathematical Formulas; Technological Advancement; Trend Analysis
IDENTIFIERS- *Electronic Commerce; Fuzzy Concepts; Paradigm Shifts

In this paper, the impacts of Electronic Commerce (EC) on the international marketing strategies of information service industries are studied. In seeking to blend humanistic concerns in this research with technological development by addressing challenges for deterministic attitudes, the paper examines critical environmental factors relevant to Internet commerce in changes in the international marketing environment from the viewpoints of business activity, socio-economics, and information management. The need for a new marketing paradigm for EC, which comes out of trends in international electronic marketing, is also examined. The impacts of EC for the information service industry are discussed, and a hierarchy fuzzy multicriteria decision-making (Fuzzy MCDM) method for evaluating the propagating EC market strategies is proposed. The process of evaluating the hierarchy strategies includes three steps: (1) assessing the weights of each strategic item; (2) getting the performance value of each strategic item from the sense of experts; and (3) evaluating the strategic items. Finally, in order to show the practicability and usefulness of this method, an example is taken as a verifiable method. From the results of practical applications in evaluating the electronic marketing strategies, the proposed method is appropriate and appears to be ideal for a fuzzy environment. (Contains 54 references.) (Author/MES)

ED 431 435 IR 057 397

Ramirez, Alejandro; Rivard, Suzanne
Hypermedia Aids for Advanced Learning in Complex and Ill-Structured Knowledge Domains.
PUB DATE- 98
NOTE- 14p.; In: Proceedings of the International Academy for Information Management (IAIM) Annual Conference (13th, Helsinki, Finland, December 11-13, 1998); see IR 057 374.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Appropriate Technology; Business Administration Education; *Cognitive Processes; Comparative Analysis; *Computer Assisted Instruction; Courseware; *Difficulty Level; Educational Theories; Efficiency; Foreign Countries; Higher Education; *Hypermedia; Information Technology; *Instructional Effectiveness; Intermode Differences; Management Information Systems; Media Selection; Models; Time on Task
IDENTIFIERS- Cognitive Complexity; Cognitive Models

Using the cognitive fit paradigm as a theoretical framework, this study compared the problem-solving performance of users of a hypertext-based learning aid to the performance of users of a

Audits; Financial Policy; Financial Problems; Financial Services; Two Year Colleges
IDENTIFIERS- Erie Community College NY; *Supplemental Tuition Assistance Program NY; *Tuition Assistance Program NY

This document presents the findings of the Office of the State Comptroller of New York regarding the audit of the records and procedures used in administering the Tuition Assistance Program (TAP) and Supplemental Tuition Assistance Program (STAP) at Erie Community College. TAP is an entitlement program designed to provide tuition aid to eligible full-time students. STAP is a supplemental program that provides additional awards to those students who are educationally disadvantaged. The audit determined that there was an overpayment of $90,210 in financial awards to students at the college for the 1994-95 through 1996-97 academic years, due to school officials incorrectly certifying students as being eligible TAP and STAP awards. They used a randomly selected statistical sample of 150 awards from the City campus, 100 awards from the South campus, and 150 awards from the North campus of the 25,891 awards that Erie Community College certified. The total audit disallowance consisted of $30,475 from the City campus, $44,649 from the South campus, and $15,086 from the North campus. The Office of the State Comptroller of New York recommended to the HESC that they recover the $90,210 of overpaid awards from Erie Community College, less any of the awards subsequently decertified by the school plus applicable interest. (TGO)

ED 431 455 JC 990 377

Vermont State Plan for Technical Education, FY 2000-2004.
PUB DATE- 99
NOTE- 89p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Labor Force Development; *Labor Needs; Postsecondary Education; Public Education; School Business Relationship; Secondary Education; State Boards of Education; State Regulation; State Standards; Statewide Planning; *Strategic Planning; *Technical Education
IDENTIFIERS- Vermont State Department of Education

The FY 2000-2004 Vermont State Plan for Technical Education is based on a strategic planning process that began in 1996 and entailed reviewing and creating a strategic plan for its technical education system. The FY 2000-2004 State Plan was written by building on the conclusions of several state-wide task forces and conferences. Four particular points were stressed during the discussions: (1) business stressed the need for a more complete system of technical education; (2) technical centers were perceived to be efficient and effective training sites; (3) reservations were raised over the idea of rigorous entry requirements; and (4) technical education should continue to be an integral part of the secondary system. Recommendations on state needs and priorities were identified. Specific goals include (1) establishing industry standards that align technical education on all levels; (2) aligning education opportunities to allow the students to reach these standards, (3) providing the resources that secondary, adult and postsecondary programs need to teach to high standards, (4) providing teachers with the knowledge, skills, and resources they need to teach to high standards, and (5) providing the support necessary to insure success for all students. Related information is provided on program administration,

Puyear, Don
Stronger Statewide Leadership.
PUB DATE- 99
NOTE- 10p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Community Colleges; *Governance; *Governing Boards; *Leadership; Leadership Responsibility; Leadership Training; Mission Statements; Participative Decision Making; Public Agencies; Public Policy; Statewide Planning; Two Year Colleges
IDENTIFIERS- *Arizona Community Colleges

The purpose of this document is to discuss the implications for Arizona's community colleges of the State Board's attempt to play a stronger statewide leadership role, as recommended by the 1997 performance audit of the board. This report is based on 62 relevant papers, and the findings from a three-day retreat that focused on this issue. An introductory section addresses: (1) What does "stronger statewide leadership" mean? and (2) How would this enhance state board operations? The remainder of the report presents emerging themes and recommendations that came from the three-day meeting. The primary themes identified include: (1) community colleges are the learning providers of first choice for individuals, businesses, governmental agencies, and any others concerned with training or educating adults; (2) community colleges should remain under local control; (3) collaborations must be built with business and industry groups and with other schools; (4) faculty and staff development is an essential strategy for bringing about education reform; and (5) community colleges must be prepared to provide services for diverse learners. Specific recommendations were made for the state board to follow in the areas of measuring systemwide effectiveness and monitoring and assessing academic programs. (TGO)

ED 431 475   JC 990 400

Some Thoughts on State Aid for Community Colleges of Arizona.
PUB DATE- 99
NOTE- 17p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Community Colleges; *Educational Finance; Financial Needs; *Financial Policy; Financial Support; *State Aid; Statewide Planning; Two Year Colleges
IDENTIFIERS- *Arizona Community Colleges

This document proposes a model for operating state aid that provides a more equitable and rational system of state aid appropriations that would primarily benefit rural and low socioeconomic area community colleges. Operating state aid is appropriated on the basis of a statutory formula that uses the previous year's appropriation and growth in enrollment. The model is based on the following assumptions: (1) the state has an interest in the viability of its community colleges; (2) the distribution of state aid among the districts should be equitable and rational; (3) the amount of state aid a district receives should be a function of the amount of service rendered; (4) the urban districts enjoy an economy of scale that may justify a lower level of state aid per full-time student; and (5) differences in state aid should be discussed in the context of equalization aid. The report presents the

PUB DATE- 98
NOTE- 37p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- College Outcomes Assessment; *College Role; Community Colleges; Program Evaluation; *School Surveys; *Student Attitudes; Student Characteristics; Student Interests; Student Needs; Student Reaction; Student School Relationship; *Student Surveys; Tables (Data); Two Year College Students; Two Year Colleges
IDENTIFIERS- *Howard Community College MD

This survey, in which students are asked to rank 49 items on a 5-point scale, was first introduced in spring 1991. A total of 784 students responded to the survey. Survey items addressed four primary areas: college services, instructional topics, campus environment/college activities, and student views of Howard Community College (Maryland), including student satisfaction, full and part-time students' ratings, day and evening students' ratings, and differences among different racial groups. Highlighted findings include: (1) all but two of the college services received a score over 3.5 on a 5-point scale, with telephone registration receiving the highest scores; (2) in terms of instructional topics, class size was given the highest rating, followed by overall quality of the learning experience; (3) the two highest rated items in campus environment were general condition of buildings and grounds, and overall climate of diversity; and (4) overall, students indicated they felt welcome and safe on the campus. Differences in responses are presented by race and by attendance status (day vs. evening and part-time vs. full-time). The report also sets forth conclusions and recommendations. Appendices of a table that lists the ranked means of all YESS survey items and a blank copy of the YESS survey used are included. (VWC)

ED 431 494 JC 990 429

The Future of Howard Community College. Report of the Commission on the Future.
PUB DATE- 99
NOTE- 35p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Advisory Committees; College Administration; College Role; Community Colleges; Educational Development; *Educational Objectives; *Educational Policy; Governing Boards; Institutional Administration; *Institutional Mission; Long Range Planning; Partnerships in Education; Planning Commissions; *Policy Formation; Trustees; Two Year Colleges
IDENTIFIERS- *Howard Community College MD

In October, 1998, the Howard Community College (Maryland) board of trustees created a Commission on the Future (COF) to help the College identify emerging issues, prepare for the future, and develop a vision of the College's role in the 21st century. Task forces were established to conduct research, interview experts, and debate how the college should respond to seven emerging issues. These task forces, which were each co-chaired by business and community leaders, focused on the following areas: (1) creating a world class learning organization; (2) collaboration with other educational organizations; (3) collaboration with business and industry; (4) economic and

Children and Their Families. Revised Edition.
PUB DATE- 99
NOTE- 226p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- At Risk Persons; *Child Abuse; *Child Neglect; *Child Welfare; Family Programs; Position Papers; Public Policy; Social Agencies; *Social Services; *Standards
IDENTIFIERS- Child Protection

Child welfare program standards based on current knowledge, children's developmental needs, and tested ways of meeting these needs most effectively provide benchmarks of excellence that can be used as goals to advance and guide contemporary practice. This book delineates standards for services for abused or neglected children and their families. The standards were developed by the Child Welfare League of America (CWLA), based on extended discussion of principles and issues by experts in social work and related fields and critical review of a preliminary statement by CWLA member agencies, representatives of related professions, and other national organizations. The book discusses how to use the standards and differentiates the standards from accreditation and licensing. The book's introduction describes the origins of child protection efforts; the child protection policy framework; and practice, program, and policy issues in child protection. A new framework for child protection is also presented. The bulk of the book is comprised of the goals and standards for services and is organized in the following chapters: (1) "Protective Service for Abused or Neglected Children and Their Families"; (2) "Social Work Practice in Child Protective Services"; (3) "Working Together To Keep Children Safe: A Community Responsibility"; (4) "Working with the Civil and Criminal Justice Systems in Protecting Children"; (5) "Organization and Administration of Child Protective Services"; and (6) "Protecting Children in Settings Outside of Their Families or Homes." Also included in the book is a glossary of relevant terms. Contains approximately 100 references. (KB)

ED 431 513 PS 027 566

Dickie, Jane R.; Eshleman, Amy K.; Borchers, Carrie S.; Hoff, Patty A.; Klimek, Jennifer L.; Nelson, Kristen L.
Children's Gendered Self-Perceptions: A Test of Social Role vs. Feminist Psychodynamic Theory.
PUB DATE- 99
NOTE- 10p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (Albuquerque, NM, April 15-18, 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Childhood Attitudes; Children; Fatherless Family; One Parent Family; Parent Child Relationship; Parent Influence; Path Analysis; Predictor Variables; *Self Concept; *Sex Differences; Theories
IDENTIFIERS- Disciplinary Styles; Division of Labor (Household)

Chodorow's (1978) psychodynamic theory and Whiting's (1975) social role perspective yield different predictions with regard to the development of children's gendered self-perceptions. Chodorow's theory emphasizes the importance of children's progressive identification with same-sexed parents and gender asymmetry in parenting, whereas Whiting emphasized differential

The Bridges SOI Model School Program at Palo Verde School, Palo
Verde, Arizona.
PUB DATE- 98
NOTE- 33p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Academic Achievement; Curriculum Evaluation; Elementary Education; Elementary School Curriculum; High Risk Students; Instructional Material Evaluation; *Mathematics Achievement; Program Effectiveness; Program Evaluation; *Reading Achievement; *Student Improvement
IDENTIFIERS- *Structure of Intellect

The Bridges SOI Model School Program is an educational service based upon the SOI (Structure of Intellect) Model School curriculum. For the middle seven months of the academic year, all students in the program complete brief daily exercises that develop specific cognitive skills delineated in the SOI model. Additionally, intensive individual activities are undertaken by a subset of students judged by school staff to be at-risk academically. This study evaluated the first year of this program as implemented at a 154-student K-8 school in Palo Verde, Arizona. Student performance was measured before and after program implementation, using the Stanford Achievement Test Series, the Cognitive Abilities Test, and the SOI Analysis Profile of Cognitive Abilities. Further, brief structured interviews were used to elicit and record perceptions of staff. Findings indicated that after one year, the principal, Lab Specialist and aide, and teachers of this school expressed a markedly positive view of the Bridges program. Further, clear gains were made by Bridges Lab participants on most of the SOI indices. Beyond Bridges program-specific measures, for two grade levels, there was evidence of reliable improvements in Stanford Achievement Test mathematics scores. However, there were no discernible effects of the program on Stanford Achievement Test reading scores or on Cognitive Abilities Test verbal, quantitative, and nonverbal scores. In contrast, there was also evidence of a reliable decline in mathematics performance at one grade level. (Five appendices include raw and statistical analysis data.) (JS)

ED 431 535 PS 027 695

O'Brien, Leigh M.
Resistance to "Developmentally Appropriate Practice": Teachers, Graduate Students, and Parents Speak Out.
PUB DATE- 96
NOTE- 14p.; Paper presented at the Reconceptualizing E.C.E. in Research, Theory and Practice Conference (Madison, WI, October 10-12, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Beliefs; Black Mothers; Blacks; Case Studies; *Child Caregivers; Parent Attitudes; *Parents; Preschool Education; *Preschool Teachers; *Resistance (Psychology); *Resistance to Change; Student Attitudes; Teacher Attitudes
IDENTIFIERS- African Americans; Caregiver Attitudes; *Developmentally Appropriate Programs; Developmentally Inappropriate Programs; Mind Sets; Project Head Start

Although developmentally appropriate practice (DAP) has gained widespread acceptance within early childhood education, it is not accepted by all. This study examined resistance to the DAP

appendices contain the following: program philosophy; strands; goals and terminal competencies; course scope and sequence; data from the survey, site visits, symposium, and focus group; Future Homemakers of America/Home Economics Related Occupations competencies; state standards and assessment; certificate of terminal competency in child care; community outreach letters; department meetings; and annotated bibliography of 27 references. (KC)

ED 431 080 CE 078 731

Batman, Kangan; Gadd, Nick; Lucas, Michele
Agricultural Production. Level 1. Level 2. Level 3. Support Materials for Agricultural Training.
SPONS. AGENCY- Australian Dept. of Employment, Education, Training and Youth Affairs, Canberra.
PUB DATE- 98
NOTE- 140p.; For related documents, see CE 078 732-738. An initiative of the Victorian Farmers Federation and Primary Skills Victoria.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Adult Education; *Agribusiness; *Agricultural Education; *Agricultural Production; *Agronomy; *Communication Skills; Developed Nations; Dialogs (Language); Fertilizers; Foreign Countries; Instructional Materials; *Land Use; Learning Activities; Postsecondary Education; Secondary Education; Vocational Education
IDENTIFIERS- *Australia (Victoria)

This publication contains the three communication skills units of the three levels of Support Materials for Agricultural Training (SMAT) in agricultural production: Level 1 (starting), 2 (continuing), and 3 (completing). The units are designed to help the learner improve his or her written and spoken communication skills needed to deal with agricultural production. SMAT materials can be used by the individual, with a mentor, or in a group or class. An introduction describes how to use the materials, types of activities, and materials needed. Four types of activities are found in the communication unit: key word activities, reading activities, writing activities, and spoken communication activities. Model answers are provided. Topics covered in Level 1 are commodities, discussions, yellow pages, a census form, and information sheets. Topics covered in Level 2 are exports to Asia, crop information, fertilizers, mind your language, and land care. Topics covered in Level 3 are conservation and land care, gathering information, consulting the experts, and negotiating with the bank. (YLB)

ED 431 081 CE 078 732

Batman, Kangan; Tully, Chris
Agricultural Production. Numeracy. Level 1. Level 2. Level 3. Support Materials for Agricultural Training.
SPONS. AGENCY- Australian Dept. of Employment, Education, Training and Youth Affairs, Canberra.
PUB DATE- 98
NOTE- 117p.; For related documents, see CE 078 731-738. An initiative of the Victorian Farmers Federation and Primary Skills Victoria.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.

considers qualitative aspects: quality standardization and certification, teacher and trainer training, and vocational information and guidance. Chapter 6 highlights current trends: increase in the level of education and VET, stronger involvement of social partners in VET at upper secondary level, increased women's participation, internationalization of education and training, recruitment problems within technical professions, and increased focus on continuing VET. Appendixes contain the following: lists of abbreviations and acronyms, major organizations and institutions, and 16 sources for further information; glossary; and upper secondary level paths to formal vocational qualifications. (YLB)

ED 431 098 CE 078 754

Logan, Joyce P.
Kentucky's Tech Prep Evaluation System: A Five-Year Review.
PUB DATE- 99
NOTE- 48p.; Paper presented at the Annual Meeting of the American Educational Research Association (Montreal, Quebec, Canada, April 19-23, 1999).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Educational Assessment; Educational Change; Educational Research; Evaluation Methods; High Schools; Higher Education; Outcomes of Education; Program Effectiveness; Program Evaluation; State Programs; *Tech Prep
IDENTIFIERS- *Kentucky

A statewide effort was conducted in Kentucky to design a longitudinal assessment of tech prep, an educational reform strategy for high schools. Construction of the evaluation design included consideration of quantitative and qualitative data for school programmatic decisions, as well as funding accountability requirements at the district and state levels. The study found that the success of tech prep depended on the following elements: staff development, curriculum integration, secondary-postsecondary linkages, academic rigor for all students, and community and work-based learning. Lessons learned from the state's 5-year assessment experience with a model that aligns a specific program (tech prep) with state reform can help school administrators connect goals, strategies, and assessment of various program initiatives. (The report contains 27 references and study documents, including a matrix showing the alignment of tech prep goals and strategies with Kentucky education reform goals.) (KC)

ED 431 099 CE 078 758

Holt, Cindi; Hole, Wanda Clements
Shared Responsibility for Training Adults with Disabilities To Access Information through Technology: A Library's Experience.
PUB DATE- 98
NOTE- 12p.; Paper presented at the Annual Meeting of the American Association for Adult and Continuing Education (Phoenix, AZ, November 18-22, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Access to Information; *Accessibility (for Disabled); Adult Basic Education; *Adult Students; Adults;

Programs; *Community Education; Developed Nations; *Educational Demand; *Educational Supply; Enrollment Influences; Equal Education; Foreign Countries; *Lifelong Learning; Public Policy; Supply and Demand
IDENTIFIERS- *Australia

This publication contains four papers that identify issues within the adult and community education (ACE) sector. "Overview" (Annie Campbell, Peter Thomson) considers what defines ACE; who offers ACE programs; who participates in ACE programs and who does not participate; what are the barriers to participation; who is responsible for ACE; and what does the national policy say. "Who Uses ACE: Future Demand" (Martina Nicolls) assesses the supply of ACE and main factors that shape the total volume and character of supply and providers' capabilities; identifies major inequalities of supply and reasons; summarizes factors that shape and limit demand for adult education and training (AET); and identifies demand-side policy interventions to "widen participation." "Lifelong Learning in ACE" (Michael Sachsse) explores lifelong learning, considers ACE's role in making it a reality for all Australians, and looks at how ACE has evolved, underlying principles, and the extent to which they accord with those embodied in ACE. "Community in ACE" (Peter Norman) examines the scope, structure, and culture of community-owned and managed adult education in each Australian State and Territory; its features; the impact on ACE of changes in the education and training environment; and the value of community-owned and managed ACE in promoting learning. "Widening Participation in ACE" (Michael Sachsse) articulates issues in efforts to widen participation in ACE to include underrepresented groups, including identification, characteristics, and barriers to participation. Appendixes contain 95 references and a list of acronyms. (YLB)

ED 431 118 CE 078 793

Misko, Josie
The Transfer of Knowledge and Skill to Different Contexts: An Empirical Perspective.
PUB DATE- 99
NOTE- 57p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Charts; *Competence; Competency Based Education; Educational Research; Foreign Countries; Job Training; Mathematics Skills; *Skill Development; *Transfer of Training; Vocational Education
IDENTIFIERS- *Australia (South Australia)

Two South Australian studies--an initial and a follow-up study--explored the extent to which students are able to retain knowledge or skill learned in one context and reproduce this knowledge or skill in a different context. Study 1 was conducted with 121 Year 10 students in a country secondary school; study 2 was conducted with 72 Year 10 students from a metropolitan secondary school. Students in both studies were required to learn how to construct a pie chart in a mathematics class and were then assessed on their ability to construct a pie chart from information that described the top 125 businesses in Australia and related industries. One month later the students were reassessed for their ability to construct a pie chart from information given in another subject; this comprised the transfer task. In study 1, students constructed a pie chart using information on the number of building approvals passed by South Australian district councils in 1992-93. The

(Information); Work Environment

The information-seeking activity (ISA) of 16 rural health practitioners (occupational, physical, and respiratory therapists; radiological technologists; speech/language pathologists; and nurses) was explored using qualitative methods of participant observation, document collection, and in-depth interviews. Field notes and documents were collected in two rural nursing homes. Participants described situations in which they needed information to solve clinical problems. Contextual differences appeared in how in-house and external contract practitioners used time and resources. In-house staff were more connected to their community, facility, and work space; external staff had connections outside the work setting. Making connections emerged as the core strategy used. Access to time and resources was a core condition influencing ISA. Barriers to ISA were classified as internal, intangible, and tangible. Preferences included technology access and continued learning close to home. Conclusions were as follows: ISA is regulated by a work environment that dictates demands and resources; practitioners are influenced by and play an active role in modifying their environment and can be empowered by their environments in seeking information; and investment in a community of practice can make it easier for rural practitioners to seek information and serve as information resources. (Contains 45 references.) (Author/YLB)

ED 431 136 CE 078 835

The 1999 Agenda and Personnel Directory for the National Center for Research in Vocational Education.

SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC.

PUB DATE- 99

NOTE- 49p.

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- Academic Achievement; Accountability; Adult Education; Career Guidance; College Admission; Cooperative Programs; Education Work Relationship; Educational Change; Educational Development; *Educational Research; Guidance Programs; Higher Education; Participant Characteristics; Postsecondary Education; Professional Development; Program Evaluation; Program Improvement; *Role of Education; Secondary Education; *Staff Development; Standards; Teacher Supply and Demand; Tech Prep; Technical Assistance; Two Year Colleges; *Vocational Education; Vocational Education Teachers

Section 1 of this publication begins with the 1999 National Center for Research in Vocational Education (NCRVE) agenda, mission statement, and an overview of the 1999 Program of Work. Descriptions of research and development activities within three sets of activities follow. Each description includes project directors and keywords. The first activity set, Mission, Standards, and Accountability for Vocational Education (VE), includes the following projects: returns to emerging educational pathways in a changed economy; changing admission procedures in four-year colleges to support K-12 reform; enabling high schools to assess schoolwide results of reform; and increasing the contribution of vocational education to student achievement: support to states. The second activity set, Teaching and Learning in VE, includes these projects: who participates in new vocational programs; redesigning education of instructional staff for high schools and community colleges;

Adler's and Glasser's Theories" (Michael Nystul); (4) "Hypnotherapy" (Michael R. Maniacci); (6) "Couple Therapy" (Jon Carlson; Don Dinkmeyer, Sr.); (7) "Family Therapy: The Art of Integration" (Robert Sherman); (8) "Open Forum Family Counseling" (Timothy D. Evans; Alan P. Milliren); (9) "Play Therapy" (Terry Kottman) (10) "Parenting Education: Selected Programs and Current and Future Needs" (Amy Lew); (11)"The Integration of DSM-IV Diagnoses and Adlerian Psychotherapy" (Len Sperry); and (12) "The Scientific Study of Adlerian Theory" (C. Edward Watkins, Jr.; Charles A. Guarnaccia). Each chapter contains a list of references. (Contains an index.) (MKA)

ED 431 154   CG 029 263

Kuther, Tara L.; Higgins-D'Alessandro, Ann
Rational and Developmental-Contextual Predictors of Alcohol Consumption by Youth.
PUB DATE- 99
NOTE- 19p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (April 15-18, 1999, Albuquerque, NM).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adolescents; *Age Differences; *Cognitive Development; College Students; *Context Effect; Decision Making; *Drinking; High School Students; High Schools; Higher Education; Norms; Parent Influence; Peer Influence; Personal Autonomy; *Predictor Variables; Self Efficacy; Student Attitudes; Theories; Young Adults

This paper examines the relation of cognitive and developmental-contextual variables to alcohol use in adolescence and early adulthood in an attempt to increase the understanding of alcohol use during this age period. Components for each of the rational decision making theories, specifically attitude, subjective norm, and self-efficacy, were incorporated into this study. The proposed model of relationships among cognitive and developmental variables was similar to that of the theory of planned behavior in that it included attitudes, norms, and self-efficacy; however, it differed in several ways. Results of the study involving eleventh graders (n=87), college freshmen (n=105), and college juniors (n=107) demonstrated that a model incorporating rational decision and developmental-contextual variables accounts for a substantial proportion of the variance in alcohol consumption among adolescents and young adults. Rational decision variables, namely positive attitude and self-efficacy, predicted alcohol consumption in all three age groups, in accord with previous research; however, multisample analyses revealed that the predictive power of rational decision components was not equivalent across age groups sampled. Age differences and patterns emerged such that positive attitudes and self-efficacy were less important predictors among young adults than among adolescents. (Contains 27 references and 3 figures.) (MKA)

ED 431 155   CG 029 272

Villani, Christine J.; Ward, Colin
Collaborative Training: The Synthesized Professional Supervision Model.
PUB DATE- 99
NOTE- 11p.; Paper presented at the Annual Meeting of the American

several nationally recognized reading educators regarding content and instructional practices. A total of 18 teachers from Illinois, Massachusetts, Minnesota, Missouri, New Jersey, and Ohio participated in the study: 9 at grade 1, and 9 at grade 4. The teachers had not used the program previously. A quasi-experimental pretest-posttest design was used. At grade 1 the mean Skills Test score increased from 78.5% before instruction to 86.1% after instruction; at grade 4, the mean Skills Test score increased from 72.5% to 83.1%. Both groups showed a significant gain in the Stanford 9 Total Reading score, and additional analysis was conducted to see which subtests may have contributed to those gains. Findings suggest that SIGNATURES is instructionally effective, and this appears to hold up across grade levels. Contains 4 tables of data. (NKA)

ED 431 173   CS 013 592

A Study of the Instructional Effectiveness of the HARCOURT READING Program. HARCOURT READING Technical Report #2.
PUB DATE- 99
NOTE- 7p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Curriculum Research; Elementary Education; Grade 1; Grade 4; *Instructional Effectiveness; Pilot Projects; Pretests Posttests; Program Evaluation; *Reading Instruction; *Reading Programs; *Reading Skills; *Student Attitudes

A series of pilot studies was conducted to evaluate the instructional effectiveness of the Harcourt Reading Program. One of the studies was conducted in the fall of 1998-99 by Indiana University, and data were analyzed by them also. Harcourt School Publishers sought out teachers to participate. Teachers from New Jersey, New York, Ohio, and Pennsylvania volunteered, 14 at grade 1 and 12 at grade 4. The following research questions guided the design, procedures, and data analysis: Is Harcourt Reading instructionally effective? and Does Harcourt Reading have a positive impact on students' attitudes and interests? A quasi-experimental pretest-posttest design was used. Following the pretests, the teachers taught selected themes using the resources and procedures contained in Harcourt Reading. Table 1 summarizes the skills taught in the themes piloted by the teachers in the study and indicates that the pilot study included a broad sample of reading skills from the strands of decoding, vocabulary, comprehension, literary appreciation, and study skills. Tables 2, 3, and 4 show that students realized gains in reading scores after using the program. Findings suggest that Harcourt Reading is instructionally effective, and this appears to hold up across grade levels. Contains 4 tables of data. (NKA)

ED 431 174   CS 013 594

Feagin, Eileen Pyatt
Guided Reading Books for the Emergent Reader: Reproducible, Take-home Books. For K-1 Teachers.
PUB DATE- 99
NOTE- 60p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Curriculum Enrichment; Educational Resources; *Emergent Literacy; Grade 1; Kindergarten; Primary Education;

references, a 27-item glossary, and lists of department of education personnel, English language arts content standards team members, and contributors to the information literacy model for lifelong learning. (RS)

ED 431 196 CS 216 782

The Connecticut Framework: K-12 Curricular Goals and Standards.
PUB DATE- 98
NOTE- 213p.
LANGUAGE- English
EDRS Price- MF01/PC09 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *Academic Standards; Art Education; *Curriculum Development; Elementary Secondary Education; Health Education; Information Technology; Language Arts; Mathematics Curriculum; Mathematics Education; Physical Education; Safety Education; Science Curriculum; Science Education; Second Language Learning; Social Studies; *State Standards; *Student Educational Objectives; Technology Education
IDENTIFIERS- *Connecticut; Connecticut

Providing guidance to Connecticut schools and districts that are developing curriculum, this book presents curriculum frameworks in 10 disciplines for thinking about the knowledge, skills, and understandings that students should have. The 10 disciplines addressed in the book are: (1) the Arts; (2) Health and Safety Education; (3) Language Arts; (4) Learning Resources and Information Technology; (5) Mathematics; (6) Physical Education; (7) Science; (8) Social Studies; (9) Technology Education; and (10) World Languages. The curriculum frameworks in the book include the following components: program goals, which describe the broad results students should achieve by the end of grade 12; K-12 content standards, which specify what students should know and be able to do by the end of grade 12; and performance standards, which specify by grade cluster how adept or competent student performance must be to signal attainment of the K-12 content standards. (RS)

ED 431 197 CS 216 783

Moore, Helen H.; Smith, Carl B.
Handy Homework Helper: How To Write School Reports. Study Reference Guide.
PUB DATE- 99
NOTE- 128p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- *Content Area Writing; Editing; Intermediate Grades; Junior High Schools; Notetaking; *Research Papers (Students); Speech Communication; *Student Research; Writing Assignments; Writing Processes; *Writing Skills

Written for students in grades 3 and up, this book helps students write or present a report that will make a lasting impression. It offers detailed information on choosing interesting topics, using resources, taking effective notes, creating outlines, writing paragraphs, revising and editing, and publishing or presenting a report flawlessly. Chapters in the book are: (1) Me? Write a Report?; (2) Generating Ideas; (3) Research; (4) Taking Notes; (5) Creating an Outline; (6) The Introduction and standards; and parent/community engagement. The material identifies key policy components for each topic: those that target student learning and fundamental policy considerations related to that topic. An example of a topical policy in each category is included in an appendix. (RJM)

ED 431 217 EA 029 846

Feinberg, Walter
Common Schools/Uncommon Identities: National Unity and Cultural Difference.
PUB DATE- 98
NOTE- 264p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Cultural Differences; Cultural Pluralism; Culture; *Democratic Values; Elementary Secondary Education; *Group Unity; *Multicultural Education; Nationalism; *Public Education

This book examines issues of national and cultural identity in a multicultural society. It focuses on the educational aims of societies that are committed to liberal democratic principles, societies that support members of different cultural groups so that these groups may flourish. It examines the philosophical concerns raised by multicultural education, and the fears engendered by a commitment on the part of the public schools to maintaining subcultural identity. The book uses the phrase "common school" to indicate that one of the historical purposes of American education is to develop a common loyalty and uses the phrase "uncommon identity" to mark the present moment in public education and the notion that all identities are unique. It emphasizes that public schools must maintain a commitment to liberal democratic values, and it challenges the view that this obligation is incompatible with cultural valuation. The text is divided into nine chapters: "Education: Cultural Difference and National Identity," "Nature of National Identity and Citizenship Education," "Cultural Difference," "The Possibility of Moral Education in a Liberal Society," "Aims of Multicultural Education," "Uncommon Identities: Hard Cases," "On Robust Recognition and Storytelling," "Citizenship Education and the Multicultural Ideal," and "Common Schools and the Public Formation." (RJM)

ED 431 218 EA 029 863

Grip, Richard S.; Young, John W.
Predicting School Enrollments Using the Modified Regression Technique.
PUB DATE- 99
NOTE- 28p.; Paper presented at the Annual Meeting of the American Educational Research Association (Montreal, Quebec, Canada, April 19-23, 1999).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Comparative Analysis; Elementary Secondary Education; Enrollment Management; *Enrollment Projections; Models; *Regression (Statistics); *School Demography; School Statistics; Statistical Analysis
IDENTIFIERS- New Jersey

This report is based on a study in which a regression model was constructed to increase accuracy in enrollment predictions. A

Standards; *Statewide Planning
IDENTIFIERS- *Louisiana

This document is a product of the Promoting Instructional Coherence Project. The paper describes the progress of education in Louisiana and is designed to help educators as they construct a comprehensive approach to teaching and learning. Louisiana typically ranks near the bottom of the 50 states on educational quality and effectiveness, and its educational leaders are implementing reforms that focus on the entire educational system to ensure that change takes place in an integrated way. The paper explores how the state's economic realities and its political agenda contribute to educational reform. New ideas from the national education reform movement, such as high academic standards, systemic improvement, equity, and new approaches to teaching and learning, as well as the availability of federal money to support systemic reform, are critical in helping Louisiana focus on educational improvement. Unifying themes, such as "instructional coherence," that describe the relationship among curriculum, instruction, assessment, external mandates, and community context can aid the reform movement. Additionally, higher teacher salaries and better professional development of teachers are two important components for improvement of educational standards. Standardized testing, such as the Iowa Test of Basic Skills, will be used to link accountability and assessment to school improvement. Contains 14 references. (RJM)

ED 431 236 EA 029 884

Cheng, Yin Cheong; Cheung, Wing Ming
Education Quality Profile: The Case of Hong Kong Secondary Schools.
PUB DATE- 99
NOTE- 48p.; Paper presented at the Annual Meeting of the American Educational Research Association (Montreal, Quebec, Canada, April 19-23, 1999).
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Case Studies; *Educational Attitudes; Educational Quality; Effective Schools Research; Excellence in Education; Foreign Countries; Models; *School Effectiveness; Secondary Education
IDENTIFIERS- *Hong Kong

This paper draws on the opinions of principals, teachers, and students regarding the state of education in Hong Kong. It examines the conceptualization of education quality in schools and introduces a multilevel and multi-indicator framework. The text profiles indicators of student attitudes, student satisfaction, negative feelings, and attainment test results. It discusses aspects of classroom climate, as well as teachers' job satisfaction, job attitudes, efficacy, professionalism, and social norms. Indicators at the organizational level are also presented, including strength of organizational culture, organizational effectiveness, principal-teacher relationships, principal leadership, and school-improvement needs. The document relates the results of several studies that analyzed school effectiveness. The findings indicate that the established norms of education quality in Hong Kong's secondary schools provide a feasible and useful instrument that can serve the purposes of monitoring education quality in school for both internal development and external accountability. If it can be accepted that education quality reflects the overall

Part 4, the duty of local education agencies to include children with special needs in the mainstream, what parents should expect from their child's schools, what parents should expect from their local education agencies, and the Code of Practice regulations relating to children with disabilities. Five stages of help recommended by the Code that schools and LEAs should provide for children with special education needs are described and include identification, coordinating and development of an individual education plan, the inclusion of outside specialists to advise, consideration of a need for statutory assessment and a multi-disciplinary assessment, and the consideration of a need for a Special Education Needs (SEN) statement and review of provision of services. The special education process is explained and parent rights and responsibilities are highlighted. The booklet closes with a list of resource organizations, government departments, and publications. (CR)

ED 431 255 EC 307 234

Changes in the Population of Persons with Autism and Pervasive Developmental Disorders in California's Developmental Services System: 1987 through 1998. A Report to the Legislature, March 1, 1999.
PUB DATE- 99
NOTE- 24p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adults; *Autism; Children; Clinical Diagnosis; *Incidence; *Individual Characteristics; *Population Growth; *Symptoms (Individual Disorders); *Trend Analysis
IDENTIFIERS- Aspergers Syndrome; California; Pervasive Developmental Disorders; Rett Syndrome

This report discusses the results of an analysis of demographic and Client Development Evaluation Record data compiled at each of the 21 regional centers in California serving individuals with autism and pervasive developmental disorders. Data covering a period of 11 years, beginning in January 1987 and continuing through December 1998, show that the number of persons with autism grew markedly faster than the number of persons with other developmental disabilities. Significantly greater numbers of persons with autism are entering the regional center system. In the past year alone, 1,685 persons with autism were taken into the system. The number of persons entering the system far exceeds the expected number determined by traditional incidence rates. Estimates suggest that, compared to other disabilities, net growth in the number of persons with autism is on average about 3 percent greater each year. Compared to characteristics of 11 years ago, the present population of persons with autism is younger, has a greater chance of exhibiting no forms or milder forms of mental retardation, is more likely to live at home, and is more likely to receive an earlier diagnosis. Appendices include the diagnostic criteria for autistic disorder, Rett's disorder, childhood disintegrative disorder, Asperger's disorder, and pervasive developmental disorder not otherwise specified. (Author/CR)

ED 431 256 EC 307 235

Brongiel, Andrea
Traumatic Brain Injury. An Overview Look at Effects and Strategies for Remediation.

NOTE- 23p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Adults; Assistive Devices (for Disabled); Attitude Change; *Attitudes toward Disabilities; Consciousness Raising; *Court Litigation; *Disabilities; Employer Attitudes; Employment; *Employment Interviews; *Federal Legislation; *Work Environment
IDENTIFIERS- Americans with Disabilities Act 1990; *Reasonable Accommodation (Disabilities)

This kit contains materials for educational activities that foster employment of people with disabilities. The materials can be used for programs to celebrate the anniversary of the Americans with Disabilities Act (ADA) and National Disability Employment Awareness Month, as well as on other occasions. An introduction lists examples of activities to promote employment of individuals with disabilities that were carried out in 1998 and provides a sampling of materials that can be ordered from the President's Committee on Employment of People with Disabilities to assist with educational programs. Following the introduction, perforated pages suitable for reproduction discuss the following topics: (1) attitudinal barriers; (2) making management decisions about accommodations; (3) preparing for and conducting an effective job interview with a person with a disability; (4) disability data resources; (5) significant court cases under Title 1 of the ADA; (6) temporary employment options for people with disabilities; (7) technology and people with disabilities; and (8) writing and formatting a scannable resume. (CR)

ED 431 275 EC 307 257

Ford, Bridgie Alexis, Ed.
Multiple Voices for Ethnically Diverse Exceptional Learners, 1999.
PUB DATE- 99
NOTE- 71p.; Issued annually.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Collected Works - Serials (022),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Asian Americans; Blacks; Cultural Awareness; *Cultural Differences; Cultural Influences; *Disabilities; *Diversity (Student); Elementary Secondary Education; Evaluation Methods; Gifted; Language Minorities; Minority Group Children; *Minority Groups; Pacific Islanders; Poetry; Referral; School Psychologists; Special Education; *Student Needs; Talent; Test Reliability; Test Validity; Transitional Programs

This publication is designed to address new paradigms such as research, policies, and daily school practices which tend to reduce or perpetuate inequities in educational opportunities for culturally and linguistically diverse individuals with disabilities and/or gifts and talents. This particular issue includes articles that discuss referrals of language minority students, transition services, and critical educational issues and possible solutions to deal with problems confronting Asian/Pacific Islander students. Articles include (1) "School the design, specification, and installation of fume cupboards and their related extraction systems. Also addressed is the commissioning and monitoring of fume cupboard systems and the repairing and upgrading of existing fume cupboards. Appendices include a description of how a fume cupboards works, the monitoring and commissioning tests and report forms, commissioning schedules, and the exposure limits and calculation of gas levels in laboratories. Appendices also provide a list of substances which, in the quantities usual in school experiments, can be released safely in a fume cupboard meeting the recommendations outlined in this document. A glossary of terms concludes the document. (GR)

ED 431 293 EF 005 387

Watson, Lucy; Wadsworth, Alison; Nichols, Helen; Daniels, Richard; Marshall, Christopher; Orlowski, Rafal
Music Accommodation in Secondary Schools. A Design Guide. Building Bulletin 86.
PUB DATE- 97
NOTE- 65p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Acoustical Environment; Case Studies; Check Lists; *Educational Facilities Design; Foreign Countries; *Interior Design; *Music Education; Secondary Education; *Secondary Schools
IDENTIFIERS- England

This document provides guidance on accommodations in secondary schools, concentrating on the needs of 11- to 16-year-old pupils. The guidance is intended to assist all those who may be involved in the briefing and design process. It discusses the issues that arise when considering both new and existing accommodations. The document covers the range of teaching and non-teaching spaces likely to be required, and gives guidance on planning a suite of spaces with reference to the acoustic environment. It also describes the size, shape, and planning of teaching and non-teaching spaces; gives advice on furniture used in each type of space; provides a brief guide to the mechanical and electrical servicing requirements for music spaces; and outlines some of the key points of environment design. Concluding sections provide case studies showing the application of this guidance to existing schools and general cost information and analysis using one of the case studies. Appendices include a checklist of design considerations and two glossaries. (Contains 24 references.) (GR)

ED 431 294 EF 005 388

Funnell, Keith; Alford, Valerie; Denegri, Don; Johns, Sally; Young, Bob; Lucas, Bill; Titman, Wendy; Wood, Joan
School Grounds: A Guide to Good Practice. Building Bulletin 85.
PUB DATE- 97
NOTE- 140p.; Colored photographs may not reproduce clearly.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)

DESCRIPTORS- Classroom Research; Classroom Techniques; Comparative Analysis; Contrastive Linguistics; Electronic Mail; English (Second Language); *Error Analysis (Language); Foreign Countries; Higher Education; Japanese; *Language Patterns; Language Processing; Language Research; Newspapers; *Reading Comprehension; Second Language Instruction; *Second Languages; Syntax; Two Year Colleges; Vocabulary Development; Word Processing; *Writing Skills
IDENTIFIERS- Authentic Materials; Japan; Web Pages

This paper describes one college-level English-as-a-Second-Language teacher's use of error analysis in an effort to understand students' problems with reading comprehension and writing. The research was undertaken in a Japanese junior college. Three studies are presented. In the first, 59 students in a general English course listed sentences they found difficult in a textbook, and why they were prevented from understanding them. In the second, 85 students in an English word processing course read authentic materials (e.g., newspapers, World Wide Web pages) and recorded, in a similar manner, the sentences they found difficult to understand. In the third study, electronic mail messages to the teacher from the same group of 85 students were analyzed for errors. Nine categories of error were identified: syntactic errors in constructions that are different in Japanese and English; syntactic errors in constructions due to failure in sentence processing; lexical errors occurring mostly with polysemy; lexical errors in interpreting word classes; lexical errors involving misinterpretation within a word class; lexical errors involving cultural misunderstanding; lexical errors caused by formal similarity of words; unknown common/colloquial expressions in English; and errors in the text. Comprehension and productive errors are compared. Contains 9 references. (MSE)

ED 431 316 FL 025 862

Egbert, Joy, Ed.; Hanson-Smith, Elizabeth, Ed.
CALL Environments: Research, Practice, and Critical Issues.
PUB DATE- 99
NOTE- 519p.; TESOL, 9 Jay Gould Ct., Waldorf, MD 20602.
LANGUAGE- English
EDRS Price- MF02 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- Class Activities; Classroom Environment; Classroom Techniques; Cognitive Style; Communicative Competence (Languages); *Computer Assisted Instruction; *Computer Software Development; Computer Software Evaluation; Cultural Pluralism; Distance Education; Diversity (Student); Educational Policy; Educational Research; Electronic Mail; Elementary Secondary Education; *English (Second Language); Higher Education; Language Patterns; Language Research; Language Usage; Learning Motivation; Multimedia Instruction; *Online Systems; Personal Autonomy; Policy Formation; Programming; Second Language Instruction; *Second Languages; Student Evaluation; Student Needs; Theory Practice Relationship; World Wide W *Computer Assisted Language Learning; Content Area Teaching
IDENTIFIERS- *Computer Assisted Language Learning; Content Area Teaching

Essays on computer-assisted language learning (CALL) include: "Computer-Enhanced Language Learning Environments" (Joy Egbert, Chin-chi Chao, Elizabeth Hanson-Smith); "Theory and Research Interaction via Computers" (Joy Kreeft Peyton); "Classroom Practice: Creating Interactive CALL Activities" (Joy Egbert); "CALL Issues: Building a Computer-Enhanced Language Classroom" (Shayla Sivert, Joy Egbert); "Theory and Research: Audience, teaching science and engineering genres. The graduate curriculum in ESP teaching designed for this purpose is then described, focusing on three courses specifically constructed for this purpose. Some related course materials are appended. Contains 19 references. (MSE)

ED 431 337 FL 025 890

Jadhav, Lata
South-Asian Immigrants--Living in Two Cultures.
PUB DATE- 99
NOTE- 11p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Academic Standards; *Asian Americans; Classroom Techniques; Cognitive Style; *Cultural Pluralism; *Culture Conflict; Elementary Education; Foreign Countries; *Immigrants; Interviews; Parent Attitudes; *Student Adjustment; *Student Attitudes
IDENTIFIERS- *Asia (South); Bangladesh; India; Pakistan

A discussion of the adjustment of South Asian (Indian, Pakistani, Bangladeshi) immigrant children in the United States focuses on the experience of these children in schools, and particularly on differences in learning styles. Results of interviews with three elementary school children, one from each of the three countries in question, are summarized. The interviews focused on the children's approaches to learning and studying, parental expectations and academic standards, native and second language use at home, language use and attitudes at school, classroom procedures and environment, and what the children missed about their home cultures. Some cultural traits that may be useful for teachers to understand are discussed briefly. Contains 8 references. (MSE)

ED 431 338 FL 801 320

Muro, Andres; Mendoza, Inez
Success through Transitional English Program (STEP). Project Term: November 1, 1992-May 31, 1995. Final Report.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 95
NOTE- 96p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Academic Persistence; Adult Education; *Career Development; Community Colleges; Daily Living Skills; *Developmental Studies Programs; *English for Academic Purposes; *English (Second Language); Federal Aid; Financial Support; *Limited English Speaking; Second Language Instruction; Spanish Speaking; Study Skills; *Transitional Programs; Two Year Colleges; Vocational English (Second Language)
IDENTIFIERS- *El Paso Community College TX

The federally-funded Success Through Transitional English Program (STEP) at El Paso Community College (Texas) is described and evaluated. The program is designed to provide limited-English-speaking adult basic education graduates with the English skills to succeed in vocational, college credit, and non-credit courses at the college. Evolution of the program during this period is chronicled. In its final form, it consisted of two instructional phases: (1) a combination of transitional

DESCRIPTORS- *College Faculty; Data Analysis; Data Collection; *Databases; Higher Education; *National Surveys

This paper examines 17 national datasets that are available for policy studies and research about college faculty. The datasets include 11 containing faculty information, two about student enrollment, two about degrees awarded, and two about institutional activity. Each of the following datasets is individually described: (1) National Science Foundation-National Institutes of Health Survey of Graduate Students and Postdoctorates in Science and Engineering; (2) Survey of Earned Doctorates; (3) Survey of Doctorate Recipients; (4) National Survey of Recent College Graduates; (5) National Survey of College Graduates; (6) National Center for Education Statistics (NCES) Integrated Postsecondary Education Data System (IPEDS) Survey of Earned Degrees; (7) NCES IPEDS Survey of Salaries, Tenure, and Fringe Benefits of Full-Time Instructional Faculty; (8) NCES IPEDS Fall Staff Survey; (9) College and University Personnel Association National Faculty Salary Survey by Discipline and Rank; (10) Oklahoma State Faculty Salary Survey; (11) National Study of Postsecondary Faculty; (12) Higher Education Research Institute Faculty Survey; (13) Doctoral Program Rankings, 1995; (14) American Association of University Professors Faculty Compensation Survey; (15) NCES IPEDS Fall Enrollment Survey; (16) NCES IPEDS Institutional Characteristics Survey; and (17) NCES IPEDS Finance Survey. World Wide Web addresses are provided for datasets when available. (DB)

ED 431 358 HE 032 123

Schweizer, Heidi
Designing and Teaching an On-Line Course: Spinning Your Web Classroom.
PUB DATE- 99
NOTE- 130p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Competency Based Education; *Computer Assisted Instruction; Courses; Curriculum Development; *Distance Education; Educational Technology; Higher Education; *Instructional Design; *World Wide Web

This guide to developing and teaching an on-line course is intended to lead the instructor through the steps of course development, on-line teaching, and on-line assessment. It emphasizes principles of course design which are outcome-based, performance-assessed, and collaborative. The guide's nine chapters cover the following aspects of course development: (1) demystifying the on-line environment; (2) principles of performance-based curriculum design; (3) creating performance-based assessments; (4) planning on-line activities and resources; (5) creating on-line discussion groups; (6) being a "visible" on-line instructor; (7) technology (handling hardware and software problems); (8) designing a course evaluation instrument; principles of visual design; and (9) answers to questions by three experts in distance learning. Eight appendices provide a variety of resources, including a sample welcome letter, a list of verbs according to Bloom's taxonomy, a list of roles and responsibilities for cooperative group members, sample on-line group activity, a sample data record, and a sample course evaluation. (DB)

*Eligibility; Federal Aid; *Federal Programs; Federal Regulation; Government School Relationship; Grants; Higher Education; Program Administration; *School Accounting; *Student Financial Aid; Student Loan Programs
IDENTIFIERS- Leveraging Educational Assistance Partnerships; Paul Douglas Teacher Scholarship Program; Robert C Byrd Honors Scholarship Program

This handbook explains the policies and procedures required for institutions of higher education to properly administer federally funded student financial assistance programs. Three major sections cover student eligibility, institutional eligibility and participation, and state grant programs. The student eligibility section includes chapters on school-based requirements; citizenship; financial aid history; correct social security number; selective service; the application; expected family contribution; verification; corrections, updates, and adjustments; and financial need and packaging. The second section, on institutional eligibility, has chapters on institutional and program eligibility, general participation requirements, administrative capability, financial responsibility, cash management, withdrawals (refunds), consumer information, recordkeeping and disclosure, agreements between schools, applying for and maintaining participation in the student financial aid programs, program integrity, and distance education. The final section is a reference to state-administered grant programs. Chapters discuss the Leveraging Educational Assistance Partnership (LEAP) Program, the Robert C. Byrd Honors Scholarship Program, and the Paul Douglas Teacher Scholarship Program. (DB)

ED 431 377 HE 032 166

Marks, Joseph L.
SREB Fact Book on Higher Education 1998/1999.
PUB DATE- 99
NOTE- 220p.; For the 1996/97 edition, see ED 409 788.
LANGUAGE- English
EDRS Price- MF01/PC09 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- College Administration; College Attendance; College Faculty; College Graduates; Compensation (Remuneration); Degrees (Academic); Demography; Educational Economics; Educational Finance; *Educational Trends; Enrollment; *Enrollment Trends; Expenditures; Financial Support; *Higher Education; Paying for College; Private Colleges; Public Colleges; *Regional Cooperation; School Statistics; State Aid; Statistical Data; Student Characteristics; Student Financial Aid; Tables (Data); Tuition
IDENTIFIERS- *Southern Regional Education Board

This volume provides comparative data highlighting significant trends affecting colleges and universities in 16 southern states Alabama, Arkansas, Delaware, Florida, Georgia, Kentucky, Louisiana, Maryland, Mississippi, North Carolina, Oklahoma, South Carolina, Tennessee, Texas, Virginia, and West Virginia. The following trends are identified: (1) the region is becoming more diverse, and its overall growth rate has been outpacing the national growth rate; (2) between 1988 and 1998 more than half the new jobs nationwide were created in these states; (3) between 1986 and 1996, the region accounted for 55 percent of the nation's total increase in college enrollment; (4) financial strains remain for colleges despite growth in state tax funds allocated for higher education; and (5) tuition and fees have risen from 15 percent to 20 percent of the average public four-year college's budget. The 25 graphs and 85 data

With minimum guidance and sharing of resources/equipment, participants are expected to carry out various tasks. The facilitator assumes the role of "guide on the side" instead of the key deliverer of knowledge. In the second module, "Using Electronic Presentations in the Classroom," the facilitator assumes a more directive role in the early part of the session. Later the facilitator shifts roles as participants assume responsibility for their own learning and are expected to collaborate within/across teams and to use problem-solving skills for developing a final presentation. In the third module, "Applications for Learning: Contrasting Instructional," the facilitator assumes a central role by guiding participants through a series of increasingly complex problems using two different software applications. At the end of the activity, participants are asked to analyze, discuss, and compare the software applications, the problems they presented, and how they could be used in a classroom situation. (AEF)

ED 431 398 IR 019 689

Dimock, K. Victoria; Boethel, Martha
Constructing Knowledge with Technology.
PUB DATE- 99
NOTE- 58p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Computer Uses in Education; *Constructivism (Learning); Educational Change; Educational Practices; *Educational Technology; Educational Theories; Elementary Secondary Education; Instructional Improvement; Literature Reviews; Resistance to Change; Student Attitudes; Teacher Attitudes; Teaching Methods; *Theory Practice Relationship
IDENTIFIERS- Barriers to Implementation; Knowledge Development; *Learning Environments; *Technology Implementation; Technology Role; Technology Utilization

This literature review lays the groundwork for exploring potential linkages between constructivist learning theory and applications of technology. The first section provides an overview of constructivist learning theory, including the major concepts of constructivism, support for constructivist precepts, and confusions and controversies. Constructivism's implications for K-12 classrooms are identified in the next section, including the following elements of constructivist theory and their application in the classroom: the importance of prior understandings; learning as an adaptive activity; knowledge as constructed; resistance to change; learning as situated; and the role of social interaction. The third section describes the role of technology in constructivist learning environments; three major categories of instructional use for computer-based technologies are summarized--learning from technology, technology as the object of instruction, and learning with technology. The challenges of establishing constructivist learning environments and using technology to support them are addressed in the fourth section, including barriers to technology implementation, teachers' resistance to change, students' resistance to change, the dilemma of "right" answers versus student understandings, and the need for in-depth understandings of pedagogy, subject matter, and skills in using technology. A final section offers conclusions about creating constructivist learning environments supported by technology. (Contains 141 references.) (AEF)

Due to the implementation of a credit-based system in the Hong Kong Polytechnic University, it is anticipated that a large number of students will be taking some popular common service computing subjects. These subject modules may be taught by different teachers; thus there is a need to ensure that students are taught uniformly with the same teaching materials. It is likely that mass lectures will be used in a credit-based system, and well-prepared teaching materials must be available for effective learning and teaching. A set of common teaching materials to be shared by several staff can make staff resources better deployed. This paper is concerned with the development of the multimedia teaching materials in a common service subject, information technology. A CD-ROM which contains the multimedia teaching materials has been produced. There is no doubt that the development process requires hardware, software, and human resources. The characteristics of the teaching materials, the development process, the structure of presentation materials, and the problems encountered in the development of multimedia teaching materials using Microsoft PowerPoint version 7 are described. (MES)

ED 431 417 IR 057 379

Papp, Raymond
Technology Skills in Demand: A Survey of Job Advertisements in New England.
PUB DATE- 98
NOTE- 9p.; In: Proceedings of the International Academy for Information Management (IAIM) Annual Conference (13th, Helsinki, Finland, December 11-13, 1998); see IR 057 374.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Business Administration Education; Comparative Analysis; Computer Software; Content Analysis; Curriculum Development; *Employment Qualifications; Higher Education; Information Management; Information Science Education; Information Skills; Information Technology; *Job Skills; *Management Information Systems; Newspapers; Occupational Surveys; Programming Languages; Tables (Data)
IDENTIFIERS- Classified Advertising; Computer Operating Systems; *Job Announcements; *New England; Regional Surveys; United States (Northeast)

In order to identify the IS (Information Systems) skills in greatest demand in Connecticut and the New England region, classified ads for business-oriented IS positions appearing in the region's major newspapers during the summer of 1998 were analyzed. This paper highlights these findings and compares them to the skills employers from other regions have deemed important. Data are presented related to the number of ads for each city's newspaper by month, general job skills, information systems skills, education/training and years of experience, hardware platforms, operating systems, programming languages, software applications and specialized tools, and database systems. The paper also suggests curriculum implications for MIS (Management Information Systems) educators and directions for future research based on longitudinal assessment and comparison with other regions of North America. (MES)

ED 431 418 IR 057 380

Case, Thomas L.
Using Training Ads To Identify High-Demand IS/IT Job Skills and

computer-based linear text learning aid. Subjects were 103 undergraduate MIS (Management Information Systems) majors enrolled in an information systems analysis course. Learners' performance was compared on three levels of task complexity: analysis, synthesis, and evaluation. Results indicated that users of the hypertext-based learning aid were more effective and efficient at the highest level of complexity tested. This suggests that hypertext-based learning aids would be more appropriate to more complex learning tasks than to less complex ones. One table presents analysis of variance results for learning time and method. (Contains 44 references.) (Author/MES)

ED 431 436 IR 057 399

Agingu, Beatrice O.
The Usefulness of Library Web Sites at Historically Black
  Colleges and Universities as Tools for Disseminating
  Information and Providing Services to Users.
PUB DATE- 99
NOTE- 18p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Academic Libraries; *Access to Information; *Black
  Colleges; Comparative Analysis; *Electronic Libraries;
  Evaluation Criteria; Higher Education; Information
  Dissemination; *Library Services; Public Colleges; User Needs
  (Information); Users (Information); *World Wide Web
IDENTIFIERS- United States (Southeast); *Web Sites

This article reports the findings of a study that sought to find out how useful library World Wide Web sites of Historically Black Colleges and Universities (HBCUs) were as tools for disseminating information and providing services to users. The study compared the library Web sites of public supported HBCUs with Web sites of other public supported institutions in the southeastern United States. It was found that most HBCU libraries used their Web sites mainly to provide information about the library and its collections. The article provides some recommendations on what HBCU libraries can do to improve their Web sites to better serve their users. A table compares selected features of HBCU and non-HBCU library Web sites. (Author/MES)

ED 431 437 IR 057 404

Lane, Margaret T., Comp.; Goldsmith, Jan, Comp.; Kram, Lauri,
  Comp.
A Guide to the Documents on Documents Collection, 1984-1995.
PUB DATE- 96
NOTE- 24p.; A guide to the contents of IR 057 405.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-
  Classroom Use (For Administrative and Support Staff, and for
  Teachers, Parents, Clergy, etc. in Non-Classroom situations)
  (055),Reference Materials - Bibliographies (131)
DESCRIPTORS- *Depository Libraries; *Government Publications;
  Library Administration; Library Collections; Library Guides;
  *Reference Materials; State Government; *State Legislation;
  State Libraries; *State Programs
IDENTIFIERS- *Library Procedures

This guide to the "Documents on Documents Collection" describes 223 documents gathered during 1984-95. The collection consists of materials used in the administration of state documents accountability and evaluation, special populations, tech prep, and financial requirements. (JJL)

ED 431 456 JC 990 378

Investing in Ontario's Economic Development. Opportunities and Issues for Increasing Capacity in Colleges.
PUB DATE- 99
NOTE- 18p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Community Colleges; *Economic Development; Economic Opportunities; *Educational Demand; Educational Finance; *Educational Improvement; Educational Needs; *Educational Planning; Educational Trends; Foreign Countries; Public Education; Role of Education; Two Year Colleges
IDENTIFIERS- *Ontario Colleges of Applied Arts and Technology

In response to workplace needs, the Colleges of Applied Arts and Technology across Ontario are becoming market-driven learning centers for the 21st century. A significant increase in demand for college education, estimated as a 21% increase in enrollment, will occur due to: (1) a rise in participation rates; (2) demographic changes, particularly the rise in the number of 18- to 24-year olds in the population; and (3) the double cohort of high school graduates resulting from secondary school reform. This paper outlines the opportunities, issues and strategic investment required for the colleges to continue to be even more productive agents of economic growth. Critical recommendations include: (1) developing a new college charter to provide the foundation for continued growth and innovation; (2) moving to a fixed share model funding formula to fund quality, innovation and access; (3) pursuing innovative, quality, market driven programs; and (4) strategically investing current and projected requirements in the areas of staffing, operations, physical plant, capital, quality, and innovation. The colleges plan to establish the necessary task groups to work collaboratively with the government, education partners and current prospective students to develop strategies that ensure colleges continue to be leaders in Ontario's economic development and growth. (JJL)

ED 431 457 JC 990 379

Apprenticeship 2000: Ontario Community Colleges' Vision for the 21st Century.
PUB DATE- 97
NOTE- 15p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adult Education; Apprenticeships; *Community Colleges; Educational Innovation; Educational Needs; *Experiential Learning; Foreign Countries; Industrialization; Modernization; *Public Education; Skilled Occupations; *Technical Education; Two Year Colleges
IDENTIFIERS- *Ontario Colleges of Applied Arts and Technology

In response to the Ministry of Education and Training Discussion Paper on Apprenticeship Reform, the Council of Presidents of the Colleges of Applied Arts and Technology of Ontario presented a new vision for apprenticeship in Ontario. The 21st century apprenticeship system aims to remove barriers and available operating state aid for the 8 rural and 2 urban community college districts in Arizona for 1994-95, revealing that the rural community colleges received 26.0% of their general fund income from operating state aid, while urban community colleges received 18.4%. Using this difference, a model for state aid that allocates urban districts 80% of the operating state aid per full-time student equivalent that is allocated for urban districts is built. The results of the application of this model are presented in tabular form. (CAK)

ED 431 476 JC 990 401

Puyear, Don
A Community College--University Transfer System for Arizona.
PUB DATE- 94
NOTE- 15p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Articulation (Education); College Transfer Students; *Community Colleges; Curriculum Guides; Higher Education; Program Implementation; Program Improvement; Transfer Policy; *Transfer Programs; Universities
IDENTIFIERS- *Arizona Community Colleges

The State Board of Directors for Community Colleges of Arizona is in the process of strengthening and formalizing its university transfer system. This document presents an outline of one possible community college-university transfer system based upon existing agreements and procedures in place. One of the key features of the system is an Automated Transfer Program Guide to provide accurate, reliable, and timely information on how a student's community college transcript would be evaluated for transfer into the academic programs at the state's public universities. One of the first steps is to transform the current paper-based course equivalency guide into electronic format in order to ease maintenance and expand its usability. Curriculum check-sheets that describe the courses a student should take during their first two years at a community college to be eligible to transfer are already being implemented. Electronic versions of these would become the source of program information for the Automated Transfer Program Guide. An automated transfer program guide would allow students to enter the courses they have taken at a community college, and then receive an immediate response about which of those courses will transfer to a particular program at a specific university. The guide would also make recommendations about what additional courses students should complete at a community college. Additionally, the automated transfer program guide could be used for other functions, such as electronic transmission of transcripts. (TGO)

ED 431 477 JC 990 402

Puyear, Don
Tuition in Arizona Community Colleges.
PUB DATE- 99
NOTE- 10p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Acceleration (Education); Budgeting; Budgets; *Community Colleges; *Educational Finance; Income Contingent

workforce development; (5) preparing students as global citizens; (6) technology and education; and (7) communicating with current and new markets. This report provides a summary of the recommendations and advice of the seven task forces. Multiple objectives, and specific strategies to achieve each of these objectives, are presented for each area of interest. The report concludes with a list of the commissioners and task force members, and acknowledges those who have contributed to the preparation of this report. (VWC)

ED 431 495 JC 990 430

IS Technology Study Findings and Recommendations.
PUB DATE- 96
NOTE- 75p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- College Role; *Community Colleges; Computer Uses in Education; Educational Development; Educational Objectives; *Educational Planning; *Educational Policy; *Educational Technology; Information Management; *Information Technology; Institutional Mission; Policy Formation; Two Year Colleges
IDENTIFIERS- *North Carolina Community College System

This report presents the findings and recommendations of an Information Technology Study Team, which was appointed in July 1995 to develop a technology strategy for the North Carolina Community College System (NCCCS) Office. After reviewing the results of staff surveys and input from the college presidents, and conducting a series of interviews, the study team identified the strengths and constraints of the system's approach to information technology. Based on this assessment, it developed a vision for the future, made a number of recommendations, and devised an implementation plan. The report describes the background information that led to the development of the recommendations, including the current environment of information management systems, and the strengths and constraints faced by NCCCS in planning, developing, and implementing technology; and presents the resulting vision statement. It then sets forth recommendations, with action steps and expected outcomes, in the areas of planning, holistic approach to technology, data access, administrative systems, and training. A glossary of terms used in the report is also provided. Appended are (1) current systems, which include a chart of administrative systems currently supported by information services; (2) job descriptions and committee charges; (3) surveys with charts and graphs; and (4) tables of cost projections. (VWC)

ED 431 496 JC 990 431

Student Enrollment, Full-time Equivalent (FTE), Staff/Faculty Information. Annual Statistical Report, 1997-98. Volume 33.
PUB DATE- 99
NOTE- 242p.; Some pages contain filled-in print.
LANGUAGE- English
EDRS Price- MF01/PC10 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- Access to Education; Basic Skills; *College Outcomes Assessment; *Community Colleges; Community Programs; Educational History; General Education; *Job Training; Partnerships in Education; School Business Relationship; Statistical Data; *Student Characteristics; Tables (Data);

chore assignment within the family to explain girls' development of nurturance and boys' development of power. This study tested these theories in situations in which fathers are absent from the family. Participating was a racially diverse sample of children, ages 4 to 11 years. Subjects rated themselves, their mother, and father on nurturance and power, using illustrations of adjectives from the Bem Sex Role Inventory. Information was also collected on chores the children performed and the type of discipline administered. The findings indicated that children identified with both parents. Psychodynamic predictions were upheld when both parents were present, but when fathers were absent, mothers' nurturance predicted both daughters' and sons' self-perceptions as nurturing. For girls, the higher the frequency of nurturing chores, the more powerful they perceived themselves. The higher the frequency of agentic chores, the more nurturing they perceived themselves. For boys, agentic chores frequency correlated with self-perceptions of power. When fathers were absent, both boys and girls perceived themselves as more nurturing, and performed more agentic chores. With increasingly power-oriented discipline, girls' self-perceptions as powerful and nurturing decreased while boys' self-perceptions remained unchanged. (KB)

ED 431 514 PS 027 581

Jiao, Ziyi
Friendship Features and Adolescents' School Adjustment.
PUB DATE- 99
NOTE- 11p.; Poster presented at the Biennial Meeting of the Society for Research in Child Development (Albuquerque, NM, April 15-18, 1999).
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Achievement; *Adolescents; *Age Differences; Behavior Problems; Competence; *Friendship; Longitudinal Studies; Peer Acceptance; Peer Relationship; Predictor Variables; Secondary Education; *Student Adjustment; Student Attitudes; Student Motivation
IDENTIFIERS- Student Engagement

Adolescents' best friendships are often believed to contribute to their psychosocial adjustment. This study examined the relationship between students' adjustment to school and the positive features, negative features, and frequency of interaction in their friendships. Participating were 106 students, 90 percent of whom were white, in a small midwestern school district. Subjects were assessed in seventh grade and again 2 years later. Assessments were comprised of interviews with the students to obtain information on friendship features and classroom involvement; Harter's Self-Perception Profile completed by the students to obtain information on their perceptions of scholastic competence, social acceptance, behavior, and global self-worth; and teacher ratings on involvement and disruptive behaviors. The findings indicated that students were less involved in school, valued school less, and had lower grades in ninth grade than in seventh grade. Frequent interaction with friends in seventh grade predicted an increase over time in perceived social acceptance, a decrease in perceived scholastic competence, and an increase in teacher reports of disruptiveness between seventh and ninth grade. (KB)

ED 431 515 PS 027 588

concept among: (1) Head Start and other early childhood teachers; (2) child caregivers; (3) African-American mothers; and (4) masters students in early childhood education. Information on attitudes was obtained through case study, experiences at staff development and parent workshops, and written critiques by graduate students. The findings suggested that because Head Start teachers felt pressure to prepare economically disadvantaged children for academically oriented schools, they divided their day between child-centered and initiated activities and teacher-directed activities. Resistance to DAP among African-American female caregivers was of concern at one of the early childhood sites involved in staff development; this resistance seemed to stem from concerns about its underlying values. African-American parents expressed concern and anger at the notion of culturally appropriate practice. Although graduate students in early childhood education did not often express concerns about DAP, those who had worked with young children in urban settings expressed concerns that DAP was inappropriate for children whose backgrounds have not allowed for maximizing human potential. Further critique was made in two key areas: (1) the 2-column, "appropriate and inappropriate" format used in DAP instructional materials; and (2) the sense of indoctrination felt when materials refer to "proper" habits and "all" settings. Based on these findings, it was concluded that it is crucial to strive for a model of teacher development that views teaching as a complex, challenging, social, and intellectual task. (Contains 17 references.) (KB)

ED 431 536   PS 027 703

Van den Bergh, Bea
The Quality of Life of Children: The Combination of Gainful Employment and Family through the Eyes of Children.
PUB DATE- 96
NOTE- 14p.; Poster presented at the Biennial ISSBD Conference (14th, Quebec City, Quebec, Canada, August 12-16, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Childhood Attitudes; Comparative Analysis; Elementary Education; Elementary School Students; *Employed Parents; Family Environment; Family Life; *Family Work Relationship; Fathers; Foreign Countries; Mothers; *Parent Child Relationship; *Quality of Life; Questionnaires; Sex Differences; Student Surveys
IDENTIFIERS- Belgium

On the premise that considering children's point of view when examining the relationship between work and family can provide crucial information for many fields, this study examined the nature and quality of living conditions and the competence of 9- to 12-year-olds. Participating in the questionnaire study was a representative random sample of 840 students, a subgroup from a sample survey of 6- to 12-year-olds from 68 primary schools in Belgium. For 546 of these children, the parents also completed questionnaires. About 95 percent of children lived in 2-parent families. In 67 percent of the families both parents were gainfully employed; in 23 percent only the father was employed. The findings indicated that approximately 80 percent of children were satisfied with their mothers' employment situation, 75 percent with their fathers' situation and 60 percent with both parents' situation. The child's gender had no influence on satisfaction with parents' employment situation.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Adult Education; Agribusiness; *Agricultural Education; *Agricultural Production; Agronomy; *Cost Effectiveness; Costs; Developed Nations; *Expenditures; Fertilizers; Foreign Countries; Instructional Materials; *Land Use; Learning Activities; Mathematics Skills; Metric System; *Numeracy; Postsecondary Education; Secondary Education; Vocational Education
IDENTIFIERS- *Australia (Victoria)

This publication contains the three numeracy units of the three levels of Support Materials for Agricultural Training (SMAT) in agricultural production: Level 1 (starting), 2 (continuing), and 3 (completing). The units are designed to help the learner improve his or her numeracy skills needed to deal with agricultural production. SMAT materials can be used by the individual, with a mentor, or in a group or class. An introduction describes how to use the materials, types of activities, and materials needed. Each level contains agriculture-related mathematics activities. Model answers are provided. Topics covered in Level 1 are yield (or production), conversion, consumption, and application rates. Topics covered in Level 2 are cost/benefit analysis, cropping, costing, and whole farm change. The topic covered in Level 3 is collecting information. (YLB)

ED 431 082 CE 078 733

Batman, Kangan; Gadd, Nick; Lucas, Michele
Farm Management and Leadership. Level 1. Level 2. Level 3. Support Materials for Agricultural Training.
SPONS. AGENCY- Australian Dept. of Employment, Education, Training and Youth Affairs, Canberra.
PUB DATE- 98
NOTE- 171p.; For related documents, see CE 078 731-738. An initiative of the Victorian Farmers Federation and Primary Skills Victoria.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Adult Education; *Agricultural Education; Agronomy; *Business Correspondence; *Communication Skills; Developed Nations; Distributive Education; Entrepreneurship; *Farm Management; Females; *Financial Aid Applicants; Financial Needs; Foreign Countries; Instructional Materials; Interpersonal Competence; Leadership; Learning Activities; Letters (Correspondence); *Marketing; Mission Statements; Postsecondary Education; Secondary Education; Vocational Education
IDENTIFIERS- *Australia (Victoria)

This publication contains the three communication skills units of the three levels of Support Materials for Agricultural Training (SMAT) in farm management and leadership: Level 1 (starting), 2 (continuing), and 3 (completing). The units are designed to help the learner with the reading, writing, and spoken communication skills needed to deal with farm management. SMAT materials can be used by the individual, with a mentor, or in a group or class. An introduction describes how to use the materials, types of activities, and materials needed. Four types of activities are found in the communication unit: key word activities, reading activities, writing activities, and spoken communication activities. Model answers are provided. Topics covered in Level 1 are application forms, application

Computer Uses in Education; *Disabilities; Educational Needs; Educational Resources; Information Needs; Information Services; Information Utilization; *Library Extension; *Library Role; Program Implementation; Public Libraries; Users (Information)

Libraries that have assistive technology can help adult educators meet the information access needs of adult learners with disabilities. For example, the Special Needs Center at the Burton Barr Phoenix Public Library has been providing services to individuals with disabilities for more than 18 years. The Special Needs Center's services include providing technology resources, building community, and training. Technology resources include hardware and software solutions that enable persons with a broad range of disabilities to access library resources. Community involvement enables the Special Needs Center to keep up with the changing needs of individuals with disabilities, acquire the latest technology, and design the necessary training. Training, which is a major part of the center's service, includes ongoing technology training for persons with disabilities as well as for professionals who work with persons who are disabled. The example of the Special Needs Center illustrates ways in which adult educators can use a library's resources to meet the needs of adult learners with disabilities. (Author/KC)

ED 431 100 CE 078 760

Lyle, Lola Williamson; Risch, Daniel J.
Higher Education: Foundation for Kentucky Farms. A Primer for Students, Teachers, and Counselors. Research Memorandum No. 482.
PUB DATE- 98
NOTE- 38p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Agricultural Colleges; *Agricultural Education; *College Programs; Course Selection (Students); Degree Requirements; *Enrollment; Higher Education; *Majors (Students); Required Courses
IDENTIFIERS- *Kentucky

Through site visits to the agricultural programs at five of the Kentucky state universities (University of Kentucky, Kentucky State University, Morehead State University, Murray State University, and Western Kentucky University) and a meeting with representatives of the program at Eastern Kentucky University, this guide was created which describes the agricultural programs at each of the universities. Profiles of the agricultural programs include information about instruction, majors, curriculum, research and public service, and university farms. Five appendixes show the number of students enrolled in each undergraduate and graduate agricultural major and describe research programs in agriculture at the University of Kentucky; the number of students graduating with agricultural degrees in four majors at Morehead State from 1994-1997; and the number of students from Kentucky state universities who applied and were accepted in veterinary programs at Auburn University from 1995 to 1998. (KC)

ED 431 101 CE 078 764

Briers, Gary E.; Edwards, Michael Craig
Assessing Inservice Needs of Entry-Phase Agriculture Teachers in Texas.
PUB DATE- 98

information was contained on three maps identifying the various council district boundaries. In study 2, students in an English literature class constructed a pie chart using information on the number of books published by nine Australian authors. Results showed that how well the skill is acquired and demonstrated in one context has a major impact on how well it is transferred to another context. Implications supported the need to revisit strategies for improving training processes to ensure learning occurs and to review approaches to competency-based training and application of recognition of prior learning and credit transfer processes. (Contains 36 references.) (YLB)

ED 431 119 CE 078 794

Australian Vocational Education and Training Statistics 1998: Financial Data.
SPONS. AGENCY- Australian National Training Authority, Brisbane.
PUB DATE- 99
NOTE- 61p.; For related document, see CE 078 795.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- *Enrollment; Expenditure per Student; *Expenditures; Foreign Countries; Job Training; Postsecondary Education; *Program Costs; School Statistics; Secondary Education; Tables (Data); *Vocational Education
IDENTIFIERS- *Australia; Australian National Training Authority

This publication presents some of the highlights of financial information summarized from the national collections of vocational education and training (VET) data in Australia for 1998. The report includes detailed statistics for Australia, its eight states and territories, and the Australian National Training Authority. The financial information provided includes primary summaries that focus on the following: (1) revenues and expenses (to show financial performance); (2) assets and liabilities (to show financial position); and (3) cash flows (to show how activities are financed). In accordance with contemporary financial reporting trends, the report also presents the figures classified by activity, to show the major areas where the money is spent (a change from previous practices). Forty-five tables and four reports are included in the report. The report shows an increase in numbers of students and annual hours of training with little increase in expenditures. (KC)

ED 431 120 CE 078 795

Australian Vocational Education and Training Statistics 1998: In Detail.
SPONS. AGENCY- Australian National Training Authority, Brisbane.
PUB DATE- 99
NOTE- 146p.; For related document, see CE 078 794.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- *Academic Achievement; Diversity (Student); *Enrollment; Expenditure per Student; Expenditures; Foreign Countries; *Job Training; Postsecondary Education; Program Costs; School Demography; School Statistics; Secondary Education; Tables (Data); *Vocational Education
IDENTIFIERS- *Australia; TAFE (Australia)

This publication shows the diversity of the Australian vocational education and training system (VET) at the client, provider, and program levels. The report includes all VET delivery by who's teaching, and who will teach, vocational education; the community college and beyond: how tech prep/school-to-work affects students; professional development in academic-occupational integration for community college instructors; and ongoing research and development activities. Projects in the third activity set, Dissemination and Training, are as follows: the dissemination program; the community college cooperative; improving career guidance programs through professional development; and technical assistance to High Schools That Work and the Southern Regional Education Board. Section 2 is a directory of NCRVE staff, which includes three subsections: headquarters personnel, site personnel, and project/program personnel. The last subsection is organized numerically by project. (YLB)

ED 431 137 CE 078 836

Stasz, Cathleen; Brewer, Dominic J.
Academic Skills at Work: Two Perspectives.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC.
PUB DATE- 99
NOTE- 117p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Academic Education; *Basic Skills; *Education Work Relationship; *Educational Needs; *Employment Qualifications; High Schools; Job Skills; Literature Reviews; Longitudinal Studies; National Surveys; Needs Assessment; Outcomes of Education; Performance; Technical Occupations; *Vocational Education

This document is an exploratory study of issues and evidence related to academic skills, nonacademics, and work along three lines of inquiry. Section 1 is an introduction that explains the three lines of inquiry: literature review to identify empirical studies and salient issues pertinent to academic skill needs; new analysis of existing data from a previous study of seven technical jobs; and analysis of existing longitudinal survey data on high school students to define different types of skills and example their relationship to a variety of postschool outcomes. Section 2 discusses the literature on the following: skill and ways of measuring it; skill transfer; definition/redefinition of the disciplines; situated learning; and the value of academic skills. Section 3 examines mathematics, science, and technology skills in seven technical jobs. Section 4 is a quantitative analysis of existing longitudinal data sets regarding the need for academic and nonacademic skills in the labor market and the value of extracurricular activities and labor market work while in school. Section 5 is a summary. The report contains 91 references and 14 tables. Appended are scenarios demonstrating the application of workplace skills in practice and information about the data samples and variable definitions. (MN)

ED 431 138 CE 078 837

Rahn, Mikala L.; O'Driscoll, Patricia; Hudecki, Phyllis
Taking Off! Sharing State-Level Accountability Strategies. Using Academic and Vocational Accountability Strategies To Improve Student Achievement.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC.
PUB DATE- 99

Educational Research Association (April 19-22, 1999, Montreal, Quebec, Canada).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Administrators; Cooperation; Counseling Theories; Counselor Role; *Counselor Training; Data Collection; Graduate Students; Group Activities; Higher Education; Models; Portfolios (Background Materials); *School Counselors; *Supervision; Team Teaching
IDENTIFIERS- Academic Skills; Collaborative Learning; Educational Leadership; Reflective Analysis

Counseling supervision has often been conceptualized as an extrapolation of counseling theory to the supervisory context. As a learning context central to the professional development of counselors distinctly different from counseling, this scope of supervision limited the supervisor's ability to deliberately enhance supervisee growth. Although various models have been proposed to assist supervisors in conceptualizing the unique dynamics of counselor development, the models have done little to articulate a pedagogy in facilitating supervisee skill enhancement, self-awareness, and integrated professional and personal identity related to the roles and tasks of professional counseling. Furthermore, the supervision literature has done little to integrate the training practices of counselors and educators who have disparate perspectives on their roles. This paper, proposes a trainee supervisory model grounded in a collaborative teaching and research effort with educational leadership and school counselor trainees (N=16) at a graduate university. The design and results of this collaborative training project are presented. An overview of the synthesized professional supervision model addressing the learning and training needs of professionals across disciplines and grounded in the process of this collaborative experience are proposed. (Contains 6 references.) (MKA)

ED 431 156 CG 029 301

Breland, Alfiee M.; Steward, Robbie J.; Neil, Doug; Minami, Takuya; Chan, Christine; Owens, Delila; Collins, Wanda; Spearman, Carolyn
Biracial Individuals: Factors Affecting Racial Identification.
PUB DATE- 99
NOTE- 29p.; Paper presented at the Great Lakes Regional Counseling Psychology Conference (Columbus, OH, April 22-23, 1999).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Ethnicity; Racial Differences; *Racial Identification; Racial Relations; Research Methodology; *Self Esteem
IDENTIFIERS- Ethnic Differences; *Mixed Race Persons; United States

In spite of an increase in the number of biracial individuals resulting from interracial unions since 1970, research on the topic has been sparse. Of the research that does exist in the counseling profession, little is empirically based and most is theoretical in nature. This study addresses the missing portion of the literature by presenting the findings of a study that relate to biracial individuals in the hopes of enlightening counselors and academicians to this group. The relationship

*Reading Instruction; Reading Strategies; Small Group Instruction
IDENTIFIERS- *Book Production; *Guided Readers
Intended for use by K-1 teachers, this workbook can help enhance a guided reading program--it allows teachers to create take-home stories for their emergent readers with a copy machine, one cut, and staples. The workbook contains 21 classroom-tested stories and is a fully reproducible resource and an inexpensive alternative to purchased classroom reading sets. It offers a word-by-word sample guided reading model, and its custom parent-help pages show parents how to reinforce skills taught at school. The workbook is divided into the following sections: Introducing Children to the Joys of Reading; Guided Reading in the Small Group Setting; How to Assemble the Guided Reading Books; Parent-Help Pages: What Works Best for You?; and The Emergent Books. (NKA)

ED 431 175 CS 013 596

K-3 Reading and Math Initiative. Revised. Bulletin 1967.
PUB DATE- 99
NOTE- 45p.; Downloaded document.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Beginning Reading; Early Intervention; *Mathematics Achievement; Mathematics Curriculum; *Mathematics Instruction; Primary Education; Program Effectiveness; *Reading Achievement; *Reading Improvement; *Reading Instruction; Staff Development
IDENTIFIERS- Balanced Reading Instruction; *Louisiana
This document describes a balanced and comprehensive approach to improve the reading and mathematics performance of Louisiana students in kindergarten through third grade. Sections of the paper address the focus on prevention, intervention, and remediation; the need in Louisiana for a K-3 reading and mathematics initiative; determining the effectiveness of the K-3 Reading and Math Initiative; reading and mathematics in the early years; findings and recommendations from "Preventing Reading Difficulties in Young Children; mathematical development in the early years; determining the components of an effective reading and math initiative in grades K-3 (whose components are the Louisiana Content Standards, a balanced approach, interventions, learning environment, family and community partnerships, classroom-level assessment, and staff development). Contains 55 references, 17 math references, and lists of 28 educational web sites and 9 periodicals. (RS)

ED 431 176 CS 013 608

Start Early, Finish Strong. How To Help Every Child Become a Reader.
PUB DATE- 99
NOTE- 134p.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Beginning Reading; Early Childhood Education; *Parent Participation; *Parent Role; *Reading Achievement; *Reading Improvement; Reading Skills; Teacher Education; *Teacher Role

Rough Draft; (7) The Body of the Report; (8) The Conclusion; (9) Revision; (10) Editing and Proofreading; (11) Publishing; and (12) Oral Reports. Attached are a summary, a discussion of quotes and sayings for inspiration or for use in introductory paragraphs, and a 26-item glossary. (RS)

ED 431 198 CS 216 789

Grossman, Pamela L.; Smagorinsky, Peter; Valencia, Sheila
Appropriating Conceptual and Pedagogical Tools for Teaching English: A Conceptual Framework for Studying Professional Development.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 99
NOTE- 32p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Concept Formation; Elementary Secondary Education; *English Teacher Education; *English Teachers; *Faculty Development; Higher Education; *Teacher Attitudes; *Teacher Behavior
IDENTIFIERS- *Activity Theory

This paper proposes that activity theory provides a useful framework for studying the conceptual development of teachers, particularly English/language arts teachers. Activity theory shifts attention to the social and cultural factors that mediate development in particular contexts, thus allowing an understanding of how particular preservice and inservice environments guide early-career teachers toward particular beliefs and practices about teaching and learning. The paper begins by outlining the central tenets of activity theory and applying them to issues of professional development. It then discusses what an activity setting is and how it suggests both motive and means for developing in particular ways; the role of conceptual and pedagogical tools in teaching and what leads teachers to gravitate toward some tools rather than others; and the manner in which teachers appropriate particular tools for their teaching in relation to mediating factors in the activity settings of their work. The paper illustrates each of these concepts with examples from current research being conducted by the National Research Center on English Learning and Achievement on the transition that English/language arts teachers make from preservice programs to their first jobs, a project involving diverse schools and participants from several states. It concludes by asserting the rich potential of activity theory as a lens for studying professional development because it allows for an understanding of how settings affect conceptualizations of teaching. Reform efforts that focus on changing individual teachers have little chance of having widespread effect. Restructuring settings, however, can change both preservice and work force practices on a larger scale, if the assumptions behind activity theory are valid. Contains 64 references. (RS)

ED 431 199 CS 216 790

K-12 English Language Arts Curriculum Framework.
PUB DATE- 98
NOTE- 25p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.

model, known as the Modified Regression Technique (MRT), was used to examine K-12 enrollment over the past 20 years in 2 New Jersey school districts of similar size and ethnicity. To test the model's accuracy, MRT was compared to the Cohort-Survival Ratio method--the most common method employed by school planners--using two prediction time frames, 1990-96 and 1993-96. These time frames were then compared to actual enrollments. The results show that MRT performed significantly better than the Cohort-Survival Ratio, achieving much lower absolute-mean-error rates. Error rates were larger for one of the districts using either method; for most accurate results, both models worked best under conditions of uniform growth or decline. Furthermore, smaller data sets produced the best results, indicating that, rather than picking the greatest number of years available, school planners should use data that closely resembles prevailing trends. It is suggested that MRT can provide school planners with a more accurate methodology for predicting long-term school enrollments, helping them to make decisions regarding the opening and closing of schools, hiring new faculty, and planning time. (RJM)

ED 431 219 EA 029 864

Marshall, J. Dan; Kim, Pyeong-gook
The Great Refusal: Curriculum Transitions--The Seventies.
PUB DATE- 99
NOTE- 35p.; Paper presented at the Annual Meeting of the American Educational Research Association (Montreal, Quebec, Canada, April 19-23, 1999).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Historical Materials (060),Information Analyses/State-of-the-art Materials (070),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Curriculum Research; *Educational History; Educational Trends; Elementary Secondary Education; Intellectual Disciplines; Theory Practice Relationship
IDENTIFIERS- *1970s

This paper offers a history of curriculum research. It discusses how, by 1969, the conventional curriculum field in America had become irrelevant. This situation would change in the 1970s as curriculum research began its climb back toward legitimacy. During the decade, a new trend in synoptic curriculum efforts appeared--a more considered approach to delineating curriculum studies while attempting to situate the field in a historical context. This period also marked the rise of special-interest groups in curriculum studies, a development that allowed for the sharing of diverse ideas. Curriculum studies enjoyed new-found growth as curriculum theorizing hit its stride, borrowing heavily from schools of thought like European critical and neo-Marxist thinking, depth psychology, and feminist theory rather than the standard areas of developmental, humanistic, and cognitive psychology. To this dynamism was added the contributions of non-U.S curriculum scholars, many of whom explored curriculum and schooling from new vantage points. This influx was coupled with a renewed emphasis on the history of the curriculum field, which, in part, led to a revolt against scientism and rationality and prompted a shift from curriculum as a deductive science to curriculum as a practical art requiring negotiation, judgment, and reasoning. (Contains approximately 75 references.) (RJM)

ED 431 220 EA 029 865

performance of school members and that the organizational level can be indicated by the satisfaction perception, and performance of students, teachers, and principals, then the findings of the studies can provide the comprehensive information needed to develop the schools further. (Contains 78 references, 6 figures, and 5 tables of statistical results.) (RJM)

ED 431 237 EA 029 886

Dougherty, J. Chrys; Becker, Stephen L.
An Analysis of Public-Private School Choice in Texas.
PUB DATE- 95
NOTE- 46p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Access to Education; Decision Making; Educational Economics; Educational Finance; *Educational Vouchers; Elementary Secondary Education; Private School Aid; Private Schools; Public Schools; *School Choice
IDENTIFIERS- *Texas

This report makes a quantitative and qualitative assessment of four concerns as they apply to school choice in Texas schools: (1) parents of students participating in choice programs select schools for reasons having little to do with academic quality; (2) school-choice plans that allow the use of taxpayer money at private schools will drain resources from the public-school system; (3) there will be few open seats available at private schools that choose to participate in a choice plan; and (4) transportation is a barrier to effective choice plans. The report is divided into four parts: Why Parents Choose Schools; Fiscal Impact of School Choice; Prospects for Private-School Entry; and Access to Transportation. Findings indicate that low-income parents provide widespread support for school choice, that the variable cost of a Texas public-school student is 87 percent to 93 percent of the total annual operating expenses, that the existing supply of private-school vacancies is extremely small in relation to the population of students that will be eligible for school choice, and that transportation will not be a major stumbling block if participating private schools provide the same services as comparable public schools. The document concludes with a strategy for implementing school choice in Texas. Contains 22 references. (RJM)

ED 431 238 EA 029 889

Education at a Crossroads: What Works and What's Wasted in Education Today. Subcommittee Report. Subcommittee on Oversight and Investigations of the Committee on Education and the Workforce. U.S. House of Representatives. One Hundred Fifth Congress, Second Session (July 17, 1998).
PUB DATE- 98
NOTE- 157p.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *Educational Administration; Educational Finance; Educational Policy; Elementary Secondary Education; Excellence in Education; *Federal Government; Federal Regulation; *Government School Relationship; Politics of Education

This document reports on a congressional subcommittee's review of the federal role in education. The review included visits to 15 states and testimony from more than 225 principals, teachers,

PUB DATE- 99
NOTE- 37p.; Master's Research Paper, Chicago State University.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Dissertations/Theses - Undetermined (040),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Age Differences; Disability Identification; Elementary Secondary Education; Evaluation Methods; *Head Injuries; Incidence; Individual Characteristics; *Neurological Impairments; *Student Evaluation; *Symptoms (Individual Disorders)

This paper provides an overview of traumatic brain injury (TBI), including incidence, definition, characteristics, assessment and identification, remediation, teacher responsibility, and parent involvement. It discusses the eligibility of students with TBI to receive appropriate and related services in school under the Individuals with Disabilities Education Act, and the need to understand cognitive and behavioral characteristics of children with TBI to be able to provide appropriate services. These characteristics include reduced stamina, significant motor or balance problems, seizures, headaches, hearing and vision losses, lack of impulse control, memory loss, attention and concentration problems, and problems with psychosocial adjustment. Academic problems that children with TBI might have are also described, particularly problems with arithmetic, reading comprehension, and language impairments. The effects of TBI on children at different ages are also explained, as are the differences between students with TBI and students with learning disabilities. The assessment of children with TBI is discussed and strategies are provided for educators helping children with TBI transition. Successful behavior modification strategies include immediate feedback, intermittent reinforcement, visual cueing, and verbal prompting. The need for teachers to individualize instruction in order to help children with TBI learn successfully is emphasized. (Contains 30 references.) (CR)

ED 431 257 EC 307 236

Bergeson, Terry; Coolican, J. J.; Gill, Douglas H.; Grummick, Sandy
Special Education Services in Washington State. Sixth Annual Report.
PUB DATE- 98
NOTE- 88p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Disabilities; Elementary Secondary Education; Eligibility; Financial Support; *Incidence; Preschool Education; Professional Development; *Special Education; *Special Education Teachers; *State Programs; *Student Placement
IDENTIFIERS- *Washington

This document provides information and data related to the provision of special education in Washington State. Baseline information is presented along with an update of the most current and complete annual data. Information includes: (1) the purpose, membership, goals, and activities of the Special Education Advisory Council (SEAC); (2) Office of Superintendent of Public Instruction (OSPI) special education goals and

Psychologists' Perspectives on Referrals of Language Minority Students" (Salvador H. Ochoa and others); (2) "Transition for Culturally and Linguistically Diverse Youth with Disabilities: Closing the Gap" (Gary Greene and Phylis Nefsky); (3) "Written Communication in Special Education: Meeting the Needs of Culturally & Linguistically Diverse Families" (Rosalie S. Boone and others); (4) "Review of The McIntyre Assessment of Culture (MAC)" (Gwendolyn Webb-Johnson and Mary Anderson); (5) "Focus on Critical Issues in the Education of Asian and Pacific Islander Exceptional Learners" (Helen Bessent Byrd); (6) "Enhancing Verbal Skills of African-American Students with Disabilities through Poetry: A Valuable Tool for Speech Pathologists" (Stacey Pryor); (7) "Debunking the Myths in Ethnic Minority Publications: A Rebuttal to Spooner, et al." (Laura Zionts); and (8) "Professional Publications of Ethnic Minority Scholars: Setting the Record Straight" (Festus Obiakor and others). Each article includes references. (CR)

ED 431 276　　　　EC 307 258

Natural Environments: Intervention Guidance for Service Providers and Families. Service Guideline 2. Revised.
PUB DATE- 99
NOTE- 32p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Administrators; *Community Programs; *Disabilities; *Early Intervention; *Family Environment; Family Needs; Federal Regulation; Financial Support; *Individualized Family Service Plans; Infants; Preschool Education; Referral; Staff Role; Toddlers; Transitional Programs
IDENTIFIERS- Connecticut; Individuals with Disabilities Education Act

Developed by the Connecticut Birth to Three Natural Environments Task Force, this guidebook is intended to assist the early childhood community to strengthen and support families whose children have disabilities by meeting their children's needs in everyday typical routines and environments in the home and the community. It begins by providing a copy of the federal regulations under the Individuals with Disabilities Education Act requiring that services be provided in natural environments to the maximum extent appropriate. The mission of the Connecticut Birth to Three System is then described and the meaning of natural environments is discussed. The guidebook then addresses the benefits of providing services in natural environments; the early intervention process; the development of the Individualized Family Service Plan; transition from Birth to Three services; natural supports for families; the role of Birth to Three in the community; natural environments and children with autism, complex medical needs, or sensory impairments; third party reimbursement for providing services; and quality enhancement of Birth to Three services. Questions and answers regarding natural environments are then provided. Appendices include program questions for administrators, questions for Birth to Three staff, and a list of 21 resources. (CR)

ED 431 277　　　　EC 307 259

Reardon, Michael J.; Frazier, Dennis G.; Tonks, Gary

DESCRIPTORS- British National Curriculum; *Educational Environment; *Educational Facilities Design; Elementary Schools; Elementary Secondary Education; Foreign Countries; Guidelines; *Outdoor Education; Recreational Activities; School Maintenance; Secondary Schools
IDENTIFIERS- England; *Outdoor Recreation

Limited financial resources and increasing pressures of competing claims on school outdoor grounds have created the need for greater quality enhancement of these areas to ensure they are used efficiently. This document addresses the issues and principles affecting school grounds, provides an analysis of the benefits of using and developing these areas, and outlines the processes necessary for successful school ground management as advocated by Learning through Landscapes. Chapters examine why ground surveying is important; how the National Curriculum provides a framework for the need to teach in the outdoor classroom; and why schools should develop a clear justification for their management of breaks and lunch times, as well as the special nature of this experience and its connection with student behavior. Additionally explored are recent research on the hidden curriculum and how school ground design influences behavior, different options and their contractual arrangements for school ground maintenance, and resources for planning grounds changes. It discusses the importance of the process of developing school grounds and of student involvement. Concluding sections offer reference material that includes information for school site and zone development, sports facilities, maintenance scheduling, key staff responsibilities, and a list of informational sources. Contains an index. (GR)

ED 431 295 EF 005 389

Wilson, Jeremy; Lloyd-Jones, Liz; Carden, Tom; Daniels, Richard; Fitzgerald, Brian; Maddick, Jenny
School Boarding Accommodation. A Design Guide. Building Bulletin 84.
PUB DATE- 96
NOTE- 64p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Boarding Schools; *Educational Facilities Design; Elementary Secondary Education; Foreign Countries; Guidelines; *Interior Design; Privacy; Special Needs Students; Student Needs
IDENTIFIERS- England

This bulletin contains on-statutory guidance describing good practice and its implications for boarding accommodation to assist those responsible for briefing and designing boarding accommodations across all school sectors. It offers practical advice and illustrates examples that reflect changes in provision which are thought to be acceptable and appropriate. Issues include the growing concern about children's welfare, both pastorally and physically; trends toward a more home-like environment including semi-private spaces that each child can personalize; and the changing population in special schools for which many buildings no longer make adequate provision. The concluding section presents a check list for briefing and designing boarding accommodations that include specifics on site planning, boarding house organization, main and ancillary accommodations, special educational needs, furnishings and fittings, environmental design, and health and safety.

Language Use, and Language Learning" (Bill Johnston); "Classroom Practice: An Introduction to E-Mail and World Wide Web Projects" (Susan Gaer); "Classroom Practice: Authentic Audience on the Internet" (Leslie Opp-Beckman); "Theory and Research: Investigation of 'Authentic' Language Learning Tasks" (Carol A. Chapelle); "Classroom Practice: Communicative Skill-Building Tasks in CALL Environments" (Deborah Healey); "Classroom Practice: Content-Area Tasks in CALL Environments" (Elizabeth Hanson-Smith); "CALL Issues: Instructional Aspects of Software Evaluation" (Claire Bradin); "Theory and Research: Input, Interaction, and CALL" (Lloyd Holliday); "Classroom Practice: Using Multimedia for Input and Interaction in CALL Environments" (Elizabeth Hanson-Smith); "CALL Issues: Resources for CALL" (Jim Buell); "Theory and Research: New Emphases of Assessment in the Language Learning Classroom" (Chin-chi Chao); "Classroom Practice: Practical Assessments in the CALL Classroom" (Joy Egbert); "CALL Issues: Setting Policy for the Evaluation of the CALL Environment" (Ana Bishop); "Theory and Research: Learning Styles, Motivation, and the CALL Classroom" (Keng-Soon Soo); "Classroom Practice: Enhancing and Extending Learning Styles Through Computers" (Karen Yeok-Hwa Ngeow); "CALL Issues: Multicultural Considerations in a CALL Environment" (Ana Bishop); "Theory and Research: Classroom Atmosphere" (Bill Johnston); "Classroom Practice: MOO, WOO, and More--Language Learning in Virtual Environments" (Lonnie Turbee); "CALL Issues: Introducing Students to Computers" (Sheryl Beller-Kenner); "Theory and Research: Autonomy and Language Learning" (Deborah Healey); "Classroom Practice: Autonomy Through Authoring Software" (Robert Wachtman); "CALL Issues: Language Learning Over Distance" (Ruth Vilmi); CALL Issues: Designing CALL Software" (Elizabeth Boling, Keng-Soon Soo); and "20 Minutes into the Future" (Carla Meskill). (MSE)

ED 431 317 FL 025 863

O'Riordan, Mary
Japanese Rhetorical Transfer in Freshman Comp.
PUB DATE- 99
NOTE- 14p.; Paper presented at the Conference of the City University of New York ESL Council (Bronx, NY, 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Classroom Research; College Instruction; Contrastive Linguistics; *English (Second Language); *Foreign Students; *Freshman Composition; Higher Education; *Interlanguage; *Japanese; Language Research; Second Language Instruction; Transfer of Training; *Writing Instruction
IDENTIFIERS- Japanese People; *Sheltered English

A classroom study investigated the extent of rhetorical transfer in the writing of four Japanese students in a college-level sheltered English-as-a-Second-Language course. Most of the writing assignments from the first 10 weeks of class were analyzed for the number of sentences and clauses in each paragraph (other than introductory, concluding, and very short) were counted and the paragraphs analyzed for patterns of development. Results revealed that inductive development was the norm, with 41 of 63 paragraphs beginning with supporting sentences and ending in a topic sentence. Of the three patterns of development (direct, pivoting, suspended) specified in the course textbook, the direct pattern was least common, the suspended pattern most common. The findings explained to the teacher some of the differences in the writing of Japanese

workshops (basic survival needs, enrollment assistance, use of college resources, strategies for academic success, career awareness and development), language instruction, and a pre-collegiate retention phase to span the period until the following semester began, and (2) a support and retention phase during college attendance, using a tutorial approach. Student assessment and monitoring were used throughout both phases. The report details the program's design and provides data on population characteristics, specific accomplishments, accomplishments for each of its stated objectives, unexpected challenges, and the consequences of a lack of funding for the third year. (MSE) (Adjunct ERIC Clearinghouse on Literacy Education)

ED 431 339 FL 801 321

The ESL Starter Kit.
SPONS. AGENCY- Virginia State Dept. of Education, Richmond.; Department of Education, Washington, DC.
PUB DATE- 98
NOTE- 184p.
LANGUAGE- English
EDRS Price- MF01/PC08 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Adult Education; Adult Learning; *Class Activities; Classroom Techniques; Course Content; Curriculum Development; Educational Needs; *English (Second Language); Information Sources; Instructional Materials; Internet; *Language Skills; Language Tests; *Multilevel Classes (Second Language Instruction); *Needs Assessment; Program Design; Realia; School Registration; Second Language Instruction; Student Placement; Teacher Evaluation; *Testing; Volunteers

The kit is intended for teachers beginning to teach English as a Second Language (ESL). The first part offers some ideas for testing, registering, and placing students according to their needs and goals. A sample registration form, placement test, list of commercially-available tests, and sample needs assessments are included here. The second section contains several lists of resources, including professional associations, community resources, and useful Internet sites. The third section presents information on how adults learn, descriptions of various kinds of language instruction, and tips for effective teaching. Section four focuses on integrating the four language skills (listening, speaking, reading, writing) and includes sample lesson plan forms and suggestions for realia use in the classroom. The fifth section offers ideas on classroom management, especially in the multi-level class, on working with students with special needs, and using volunteers. The final section gives an overview of curriculum development and lists curricula already developed. (MSE) (Adjunct ERIC Clearinghouse on Literacy Education)

ED 431 340 HE 031 150

McPherson, Michael S.; Schapiro, Morton Owen
The Student Aid Game: Meeting Need and Rewarding Talent in American Higher Education.
PUB DATE- 98
NOTE- 168p.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Books (010)
DESCRIPTORS- Colleges; Decision Making; *Educational Finance;

ED 431 359 HE 032 124

Compilation of SFA Regulations through 12/31/98.
PUB DATE- 99
NOTE- 592p.
LANGUAGE- English
EDRS Price- MF03/PC24 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *Federal Aid; *Federal Programs; *Federal Regulation; Grants; Higher Education; Scholarships; *Student Financial Aid; Student Loan Programs
IDENTIFIERS- *Higher Education Act Title IV; Higher Education Act 1965

This compilation of federal regulations concerning student aid includes changes through December 31, 1998, that apply to all regulations published in the "Federal Register." An introduction offers suggestions for understanding regulations. The regulations, with original dates and change dates, cover the following parts of Title 34 of the Code of Federal Regulations: drug free schools and campuses; family educational rights and privacy; institutional eligibility under the Higher Education Act of 1965, as amended; the Secretary's procedures and criteria for recognition of accrediting agencies; the Secretary's recognition procedures for State agencies; the Paul Douglas Teacher Scholarship program; the Robert C. Byrd Honors Scholarship Program; student assistance general provisions; general provisions for the Federal Perkins Loan Program, the Federal Work-Study Program, and the Federal Supplemental Educational Opportunity Grant Program; the Federal Perkins Loan Program; the Federal Work Study Program; the Supplemental Educational Opportunity Grant Program; the Federal Family Education Loan Programs; William D. Ford Federal Direct Student Loan Program; Federal Pell Grant Program; the Presidential Access Scholarship Program; the State Student Incentive Grant Program (recently renamed "Leveraging Educational Assistance Partnership Program"); and the National Early Intervention Scholarship and Partnership Program. The two appendices provide a list of final regulations published in 1998 and a summary of changes made in final regulations published in 1998. (DB)

ED 431 360 HE 032 125

State University of New York Maritime College. Selected Financial Management Practices.
PUB DATE- 99
NOTE- 39p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Accounting; *College Administration; *Educational Finance; *Financial Audits; Higher Education; *Money Management; State Colleges
IDENTIFIERS- *State University of New York Maritime College

This report presents audit findings of the financial management practices at the State University of New York (SUNY) Maritime College, which trains students to become licensed officers in the U.S. Merchant Marines. Specifically, the audit examined whether SUNY Maritime maintains an adequate internal control environment and adequate internal control procedures for on-campus employee housing, tuition and student fees, payroll and personnel functions, and equipment inventory. The audit found significant weaknesses in the College's control environment relating to employees' on-campus housing and the collection of tables are grouped into sections on population and economy, enrollment, degrees, tuition and student financial aid, faculty and administrators, and revenues and expenditures. Appended are definitions of institutional categories and a list of state data exchange agencies. (DB)

ED 431 378 HE 032 167

Five Articles on College Graduates: Outlook, Earnings, and More.
PUB DATE- 99
NOTE- 52p.; Reprinted from the Summer and Fall 1998 issues of the Occupational Outlook Quarterly.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Collected Works - General (020),Numerical/Quantitative Data (110)
DESCRIPTORS- *College Graduates; Compensation (Remuneration); Degrees (Academic); *Employment Opportunities; Employment Patterns; Graduate Surveys; Higher Education; Labor Market; Salaries; Tables (Data); Trend Analysis

These five articles present analyses, graphs, and tables showing important trends in the employment of college graduates. The first one, "The Outlook for College Graduates, 1996-2006: Prepare Yourself" (Mark Mittelhauser), concludes that there are more jobseekers with college degrees than there are openings of college-level jobs. "The Class of 1993: One Year After Graduation" (Megan Barkume) reports on a survey of these graduates' employment status, continuing education status, academic performance, earnings, and employment in specific fields. The next article, "Trends in College Degrees" (Jonathan W. Kelinson), identifies trends in college degrees by educational level, field of study, and by college enrollment characteristics. The next paper, "Earnings of College Graduates in 1996" (Theresa Cosca), analyzes the median earnings for 1996 college graduates, the kinds of jobs they held, and the proportion of college graduates who earned less than the median for high school graduates. The final paper, "Occupations and Earnings of Workers with Some College But No Degree" (Daniel Hecker), compares occupational employment patterns and earnings data of this group with workers who have only a high school diploma and with those who have associate and bachelor's degrees. (DB)

ED 431 379 HE 032 168

Piantanida, Maria; Garman, Noreen B.
The Qualitative Dissertation. A Guide for Students and Faculty.
PUB DATE- 99
NOTE- 304p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Doctoral Dissertations; Educational Research; Guidelines; Higher Education; *Qualitative Research; Research Methodology; Theses; *Writing Processes

This guide is for students working on dissertations that are based on qualitative research. The guide attempts to frame the dissertation process as a set of iterative cycles of deliberation which include facing the dissertation, moving into the dissertation, crafting the research proposal, proposing the study, living with the study, entering into public discourse,

ED 431 399 IR 019 690

Initial State of the Sites Report: Applying Technology to Restructuring and Learning.
PUB DATE- 99
NOTE- 77p.; A publication of the Technology Assistance Program.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Check Lists; *Classroom Environment; Classroom Observation Techniques; Comparative Analysis; Computer Literacy; *Computer Uses in Education; *Constructivism (Learning); Educational Change; Educational Practices; *Educational Technology; Elementary Secondary Education; *Instructional Development; School Surveys; Teacher Surveys
IDENTIFIERS- Arkansas; *Learning Environments; Louisiana; New Mexico; Oklahoma; *Technology Implementation; Technology Utilization; Texas

This report provides baseline information from the six schools in Arkansas, Louisiana, New Mexico, Oklahoma, rural Texas, and urban Texas participating in the Applying Technology to Restructuring and Learning (ATRL) project, which seeks to create replicable models of constructivist learning environments supported by technology. The information in this report was collected in the spring and fall of 1998 from teacher surveys; state, district, and school reports; classroom observations; and field notes from initial on-site visits. The purposes of these data are to enable the project team to compare initial classroom conditions with the development of constructivist learning environments supported by technology and to examine how these environments change instructional practices and student learning. Findings for each site are organized under the following headings: The Community and Environs; State Support for Technology; District Overview; Description of School Site; Project Participants; Teacher Self-assessment in Technology; and Observations of Classroom Practices. Appendices include letters of understanding/intent, the technology skills self-assessment checklist, and the classroom observation form. (AEF)

ED 431 400 IR 019 691

Arafeh, Sousan
History, Policy, and Universal Service: Does the Educational Radio and Television Experience Foreshadow What Is To Come?
PUB DATE- 99
NOTE- 13p.; Paper presented at the American Educational Research Association Annual Meeting (Montreal, Quebec, Canada, April 19-23, 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Access to Information; Computer Networks; Elementary Secondary Education; *Federal Legislation; *Federal Regulation; Government Role; History; Information Networks; Information Policy; Policy Formation; Public Agencies; *Public Policy; *Telecommunications
IDENTIFIERS- *Access to Technology; Federal Communications Commission; National Information Infrastructure; *Universal Service (Telecommunications)

Struggles over educational access to new communications technologies in the age of U.S. radio and television provide

Competencies.
PUB DATE- 98
NOTE- 12p.; In: Proceedings of the International Academy for Information Management (IAIM) Annual Conference (13th, Helsinki, Finland, December 11-13, 1998); see IR 057 374.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Advertising; Business Administration Education; Content Analysis; Curriculum Development; *Employment Qualifications; Higher Education; Information Science Education; Information Skills; *Information Systems; *Information Technology; *Job Skills; Newspapers; Occupational Surveys; Tables (Data); *Training
IDENTIFIERS- *Classified Advertising; *Job Announcements

Universities and educationally-oriented researchers have turned to survey research, advisory boards, and content analyzing newspaper want ads to provide guidance in keeping their curricula and IS/IT (Information Systems/Information Technology) course contents up-to-date. While such approaches can provide insight into the range of skills that employers are looking for, they may stop short of identifying emerging skills and/or the especially "hot" skills for which organizations are willing to pay a premium. This investigation was undertaken to determine whether the content analysis of IS/IT training ads in newspapers and online venues is superior to the content analysis of newspaper want ads in identifying high-demand and/or emerging IS/IT skills. The findings suggest that content analyzing training ads can provide IS educators with greater insight into high-demand IS/IT skills than can be observed in newspaper want ads. The findings also suggest the contents of IS/IT want ads are superior to training ads in their attention to "soft" skills (e.g., interpersonal, problem-solving, analytic, communication, project management) and enduring concepts that serve as cornerstones for lifelong learning. Universities are typically better positioned than training firms to help students develop the "soft" skills; training firms may be better positioned than universities to help trainees develop particular technical skills and competencies. (MES)

ED 431 419 IR 057 381

Stephens, Charlotte S.; O'Hara, Margaret T.
Information Technology Management for Rising Executives: MBA Curriculums at AACSB Accredited Schools.
PUB DATE- 98
NOTE- 14p.; In: Proceedings of the International Academy for Information Management (IAIM) Annual Conference (13th, Helsinki, Finland, December 11-13, 1998); see IR 057 374.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Accreditation (Institutions); Administrators; *Business Administration Education; Comparative Analysis; Content Analysis; Cooperative Learning; *Course Content; *Course Descriptions; Higher Education; Information Management; *Information Technology; *Management Information Systems; Masters Programs; School Surveys; Student Evaluation; Tables (Data); Teamwork; Textbooks
IDENTIFIERS- Administrator Surveys; American Assembly Collegiate Schools of Business; Business Schools; Chief Executive

depository programs, including: (1) bibliographies; (2) commentaries and letters; (3) depository contracts; (4) forms and form letters; (5) labels; (6) legislation and legal materials; (7) mailing lists; (8) manuals; (9) procedural guidelines; (10) promotional materials; (11) selection lists; (12) shipping lists; and (13) studies, surveys, and workshops. Following entries for preliminary materials (i.e., materials that relate to the collection as a whole or to several states) and regional materials, the entries in the guide are arranged alphabetically by state and, within each state, by topic and year of receipt. Materials from the following 39 states are included: Alabama, Alaska, Arizona, California, Colorado, Connecticut, Delaware, Florida, Hawaii, Idaho, Illinois, Indiana, Iowa, Kentucky, Louisiana, Maine, Maryland, Massachusetts, Minnesota, Mississippi, Nebraska, Nevada, New Hampshire, New Jersey, New Mexico, New York, North Carolina, North Dakota, Oklahoma, Oregon, Pennsylvania, Rhode Island, South Dakota, Texas, Utah, Vermont, Washington, Wisconsin, and Wyoming. Some of the items listed are not included in the microfiche collection due to copyright restrictions or other reasons. (MES)

ED 431 438 IR 057 405

Lane, Margaret T., Comp.; Goldsmith, Jan, Comp.; Kram, Lauri, Comp.
Documents on Documents Collection, 1984-1995.
PUB DATE- 96
NOTE- 2832p.; For a guide to the 1984-95 collection, see IR 057 404; for the 1980-83 collection, see ED 263 923; for the 1973-79 collection, see ED 247 940.
LANGUAGE- English
EDRS Price- MF26 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - General (020),Legal/Legislative/Regulatory Materials (090),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Depository Libraries; *Government Publications; Library Administration; Library Collections; Library Guides; Questionnaires; Records (Forms); *Reference Materials; State Government; *State Legislation; State Libraries; *State Programs
IDENTIFIERS- *Library Procedures

This collection of approximately 200 documents gathered during 1984-95 consists of materials used in the administration of state documents depository programs, including: (1) bibliographies; (2) commentaries and letters; (3) depository contracts; (4) forms and form letters; (5) labels; (6) legislation and legal materials; (7) mailing lists; (8) manuals; (9) procedural guidelines; (10) promotional materials; (11) selection lists; (12) shipping lists; and (13) studies, surveys, and workshops. Following several preliminary materials (i.e., materials that relate to the collection as a whole or to several states) and regional materials, the documents are arranged alphabetically by state and, within each state, by topic and year of receipt. Materials from the following 39 states are included: Alabama, Alaska, Arizona, California, Colorado, Connecticut, Delaware, Florida, Hawaii, Idaho, Illinois, Indiana, Iowa, Kentucky, Louisiana, Maine, Maryland, Massachusetts, Minnesota, Mississippi, Nebraska, Nevada, New Hampshire, New Jersey, New Mexico, New York, North Carolina, North Dakota, Oklahoma, Oregon, Pennsylvania, Rhode Island, South Dakota, Texas, Utah, Vermont, Washington, Wisconsin, and Wyoming. (MES)

ED 431 439 JC 990 351

enable workers to successfully adjust and cope with rapid change in the workplace and labor market. In order to accomplish this, the paper addresses the need to be employer driven, encourage continuous learning and quality program improvements and be a direct benefit to increasing wealth for all Ontarians. The paper starts with the community colleges' vision and action plan for apprenticeship training, and then responds to regulatory and strategic issues questions. Apprenticeship training is viewed as a value-added investment in people that enhances the skill level of the workforce. Key elements of an apprenticeship system are flexibility, access to further training, increased industry ownership of the programs, and industry-sanctioned recognition. The Communications and Marketing Branch of the Ministry of Education and Training estimates that by the year 2015 Ontario's labor force will change to include a higher participation rate by women and a significant increase in culturally diverse and visible minorities. This reformed system seeks to provide for successful learning opportunities for these new labor force entrants while providing current workers the skills necessary to operate new technologies. (JJL)

ED 431 458   JC 990 380

Post-Secondary Education in the Knowledge Economy: The College Connection.
PUB DATE- 97
NOTE- 9p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adult Education; *Community Colleges; Educational Innovation; *Educational Needs; *Federal Government; Federal Regulation; Foreign Countries; *Government Role; *Government School Relationship; Public Education; Two Year Colleges
IDENTIFIERS- *Ontario Colleges of Applied Arts and Technology

This series of recommendations, submitted by the Association of Colleges of Applied Arts and Technology of Ontario to the Senate of Canada Subcommittee on Post-Secondary Education, arises from the belief that the colleges of applied arts and technology are well-positioned to educate Canadians to thrive in the information age. The success these colleges have had in enhancing employability, economic development, and lifelong learning are cited. The report offers 14 recommendations to the Federal Government in the areas of strategic partnership, education and training in the 21st century, and the federal government achievements and future role in education and training. The colleges recommend that, among other things, the federal government: (1) utilize more fully the college's education and training capacity in the development of federal human resource strategies; (2) maintain the Canada Student Load Program, and work with Ontario to implement an Income Contingency Loan Repayment Plan that accommodates diverse college student profiles; (3) recognize and utilize the leadership of colleges in creating economic growth through public and private sector partnerships; (4) assist colleges in profiling successful college-corporate training agreements to promote greater private sector responsibility for training; (5) assist the colleges in internationalizing their institutions; and (6) appoint college leaders to federal boards, agencies and councils to ensure college expertise and resources are utilized. (JJL)

Loans; *Student Financial Aid; *Tuition; Two Year Colleges
IDENTIFIERS- *Arizona Community Colleges

This document's purpose was to provide a broader context for State Board members as they considered the tuition rate requests for Arizona community college in April of 1997. Arizona's State Constitution calls for public higher education to be as nearly free as possible, yet tuition has become an increasingly important source of revenue for the community college districts in Arizona. After outlining the findings of the State Higher Education Executive Officers related to the national perspective on college costs, the report discusses the basic sources of community college funding in Arizona, recent changes in tuition in the state community colleges, factors influencing college funding, and the district tuition request form. The three basic sources of funding for operations are property taxes (the largest single source), equalization aid, operating state aid, tuition and fees, and other sources, including gifts, grants, and fund balances. In-state tuition at Arizona community colleges, which was $764 in 1995-96, was the fifth lowest in the country, even after a 27% increase between 1991-92 and 1995-96. Three factors controlling community college funding were outlined: levy limits imposed by the constitution, expenditure limits, and state aid appropriations. Finally, the report provides detailed information on the significance of the different sections of the summary form that accompanies district requests for tuition and fee approval. Contains 6 tables. (CAK)

ED 431 478 JC 990 403

Puyear, Don
Arizona's Community Colleges in 2010.
PUB DATE- 97
NOTE- 23p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Ancillary School Services; *College Role; *Community Colleges; *Educational Planning; *Futures (of Society); *Institutional Mission; Long Range Planning; Part Time Students; Social Indicators; Strategic Planning; Two Year Colleges
IDENTIFIERS- *Arizona Community Colleges

This report provides a vision of what community colleges in Arizona, and elsewhere, may look like in 2010. The observations are based on the results of a meeting held by the Committee on the Future of Arizona Community Colleges, on reading and conversations related to the work of Arizona Learning Systems, and the paper's general observations of the directions community colleges are taking. It is expected that for most community colleges, regular classroom instruction and regular terms of instruction will remain as the norm, but that the percentage of students receiving instruction and services by other means will increase significantly. Through collaborations, it will be possible to earn a moderately broad array of baccalaureate degrees at the community colleges. It is also anticipated that the average age of community college students will continue to increase, and the average course load will continue to decrease as more older, part-time students will attend community colleges. Although Carnegie units will still be used, competencies will have been defined for virtually all basic skills and occupational courses. State funding will be based more on outcomes than enrollment.

Technical Education; Transfer Programs; Two Year College Students; Two Year Colleges
IDENTIFIERS- *North Carolina Community College System

This document contains statistical information for the academic year 1997-1998 collected from each of the 58 community colleges in North Carolina, as well as historical information for an 11-year period. This was the first year in which the North Carolina Community College System used the semester system. In addition, it was the first year of implementing a reengineering of the curriculum programs. The reengineering changed many of the curriculum categories (college transfer, general education, technical, and vocational were replaced with associate degree, diploma, certificate, and transitional programs). Because of these changes, it was difficult to compare findings from past years. This report was organized in sections that provide information about student enrollment, full-time equivalents and college staff and faculty. The report also examined the above variables within various programs supported by the system: associate degree programs, certificate programs, curriculum programs, diploma programs, extension programs, basic skills programs, community service programs, the Focused Industry Training program, Human Resource Development programs, the Job Training Partnership Act, Learning Laboratory programs, industry programs, non-occupational programs, and occupational programs. Data are analyzed at the institutional level for each community college in North Carolina as well as at the system level. Results are presented in tabular form, with 50 tables providing all information. In addition, three supplemental data charts are appended. (TGO)

ED 431 497   JC 990 432

Student Success Reports: College of Alameda, Laney College, Merritt College, and Vista College.
PUB DATE- 99
NOTE- 13p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Academic Achievement; Academic Persistence; College Outcomes Assessment; Community Colleges; Comparative Analysis; Degrees (Academic); Outcomes of Education; *Student Characteristics; *Two Year College Students; Two Year Colleges; *Withdrawal (Education)
IDENTIFIERS- *Peralta Community College District CA

This document analyzes the extent to which the four community colleges in the Peralta district (California) have been successful in terms of student outcomes. Student success is defined as the percentage of successful course completions as compared to unsuccessful course completions. This document looks at the period from the fall of 1993 through the fall of 1998. At all of the community colleges in this report, those students who had already completed an associate's degree or higher, were the most successful. Similarly, students who had graduated or attended a foreign high school were also among the most successful students. Moderately successful students were those who recently graduated from high school, returning students, and returning transfer students. Those who did not have a high school diploma and those who had completed the GED or high school equivalency/proficiency were among the least successful students. Students under 16 years of age do comparatively better than their slightly older counter parts, but in general older students tend to be more successful than

Maital, Sharone L.; Goldman, Jane A.; Bornstein, Marc H.
Parenting Support on Kibbutz and in Urban Israeli Settings.
PUB DATE- 99
NOTE- 8p.; Poster presented at the Biennial Meeting of the Society for Research in Child Development (Albuquerque, NM, April 15-18, 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Comparative Analysis; *Competence; Coping; Day Care; Employed Parents; Foreign Countries; *Mother Attitudes; *Mothers; Parent Responsibility; Parent Role; *Parents; Preschool Children; Preschool Education; *Social Support Groups; Urban Areas
IDENTIFIERS- Israel; Kibbutzim; Role Satisfaction

Although the Israeli kibbutz system of communally organized childcare has been the focus of considerable research with respect to developmental outcomes, relatively few studies have examined the kibbutz from a parenting perspective. This study compared perceived supports for parenting reported by 19 kibbutz mothers with those reported by 18 urban Israeli mothers. At the time of their oldest child's fourth birthday, mothers completed questionnaires on family demographics, childcare arrangements, social network, social support and satisfaction, and ability to cope with parenting, childcare, and family responsibilities. The findings indicated that there were contextual differences between the two environments. Kibbutz mothers worked and children were in care for longer hours than in urban settings. Even with these longer hours, kibbutz mothers felt more satisfied overall with the support they received. Kibbutz and city mothers were similar in satisfaction with their role as parents, available social support networks, and feelings of competence in coping. The findings suggest that there are continuing distinctions between kibbutz and urban Israeli settings with respect to the supports provided for working mothers. (Author/JPB)

ED 431 516 PS 027 602

Blue Ribbon Child Care Food and Nutrition Skill Series: Idaho Child Nutrition Programs. Second Edition.
SPONS. AGENCY- Food and Nutrition Service (USDA), Washington, DC.
PUB DATE- 97
NOTE- 187p.
LANGUAGE- English
EDRS Price- MF01/PC08 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Child Caregivers; *Child Rearing; Dietetics; Early Childhood Education; *Family Day Care; Food; Foods Instruction; Independent Study; Infant Care; Infants; *Nutrition; Nutrition Instruction; Study Guides; Young Children
IDENTIFIERS- Food Labels; *Food Preparation; *Idaho

Noting that children have different appetites and adjust their food intake on a meal by meal basis, this self study guide presents ideas to help home child care providers meet the nutritional needs of the children in their care. The guide is to be used by individuals and small groups of adults working with infants and children. The guide's eight units include: (1) "Bring Out the Best! (rationale, objectives, and instructions

Parents underestimated the number of dissatisfied children by 5 to 10 percent. The prevailing reasons for children's satisfaction with regard to parents' employment were that the parent could earn money, that they are sufficiently at the child's disposal, and that the parents enjoyed their occupation. Children whose mothers were not employed were especially satisfied because their mothers were very often at home and could look after them. Children of employed parents especially wanted to see their parents more at home or remaining at home, and having more time. (KB)

ED 431 537 PS 027 707

State Investments To Make Work Feasible: Child Care, Health Care, and Transportation Policies for Low-Income Families.
PUB DATE- 99
NOTE- 51p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Day Care; *Employed Parents; Family Income; *Health Insurance; Low Income Groups; Policy Analysis; Program Descriptions; Program Effectiveness; *Public Policy; *Transportation; Welfare Recipients
IDENTIFIERS- *State Policy; *Welfare Reform

Several states are helping families leave or avoid welfare by developing innovative responses to critical "employment enablers": transportation, health care coverage, and child care. This report: (1) examines why lack of transportation, health insurance, and child care are barriers to work; (2) identifies how funding sources can be accessed and used to enhance programs; and (3) examines state policy alternatives to make work a feasible option for poor families. The report is divided into separate sections on funding sources, transportation, health care coverage, and child care assistance, with key findings and state and federal program alternatives presented on separate fact sheets. Highlighted programs to improve access to transportation include the Job Access and Reverse Commute federal program. Health insurance programs include the new child health block grant to states. Child care assistance efforts include new block grants for states and transfer of TANF funds into the child care block grant. Individual sections contain references. (KB)

ED 431 538 PS 027 713

Marsh, Jackie
Teletubby Tales: Popular Culture in the Early Years Language and Literacy Curriculum.
PUB DATE- 99
NOTE- 17p.; Paper presented at the Annual Meeting of the American Educational Research Association (Montreal, Quebec, Canada, April 19-23, 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Curriculum Development; *Emergent Literacy; Foreign Countries; *Popular Culture; *Preschool Children; *Preschool Curriculum; Preschool Education; Qualitative Research; Reading Motivation; *Student Motivation; Working Class
IDENTIFIERS- England; *Teletubbies

Based on the premise that preschool and school settings fail to forms--longer answers, interviews, scanning the classified ads, get to the point, farm management in a drought, and letters. Topics covered in Level 2 include the following: farm plans, farm mission statements, export grants, applications for funding, women and farm management, meetings, fruit industry tariffs, and formal letters. Topics covered in Level 3 are as follows: sustainable property plans, working with others, talking quality, marketing your produce, mission statements and objectives, and social issues. (YLB)

ED 431 083 CE 078 734

Batman, Kangan; Gadd, Nick; Lucas, Michele
Farm Management and Leadership. Numeracy. Level 1. Level 2. Level 3. Support Materials for Agricultural Training.
SPONS. AGENCY- Australian Dept. of Employment, Education, Training and Youth Affairs, Canberra.
PUB DATE- 98
NOTE- 117p.; For related documents, see CE 078 731-738. An initiative of the Victorian Farmers Federation and Primary Skills Victoria.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Adult Education; Agribusiness; *Agricultural Education; Agronomy; Calculators; Comparative Analysis; Cost Effectiveness; *Costs; Decimal Fractions; Developed Nations; Expenditures; Foreign Countries; *Income; Instructional Materials; Land Use; Learning Activities; Mathematics Skills; *Measurement; *Numeracy; Percentage; Postsecondary Education; Secondary Education; Vocational Education; Volume (Mathematics)
IDENTIFIERS- *Australia (Victoria)

This publication contains the three numeracy units of the three levels of Support Materials for Agricultural Training (SMAT) in farm management and leadership: Level 1 (starting), 2 (continuing), and 3 (completing). The units are designed to help the learner improve his or her numeracy skills needed to deal with farm management. SMAT materials can be used by the individual, with a mentor, or in a group or class. An introduction describes how to use the materials, types of activities, and materials needed. Each level contains agriculture-related mathematics activities. Model answers are provided. Topics covered in Level 1 are as follows: calculator use; invoices and payment advice sheets; percentage and decimals; and measuring length, area, and perimeter. Topics covered in Level 2 are budgets, costs, and comparing costs to income. Topics covered in Level 3 are measuring and volume. (YLB)

ED 431 084 CE 078 735

Batman, Kangan; Gadd, Nick; Lucas, Michele
Farmers as Employers. Level 1. Level 2. Level 3. Support Materials for Agricultural Training.
SPONS. AGENCY- Australian Dept. of Employment, Education, Training and Youth Affairs, Canberra.
PUB DATE- 98
NOTE- 144p.; For related documents, see CE 078 731-738. An initiative of the Victorian Farmers Federation and Primary Skills Victoria.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) -

NOTE- 13p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Agricultural Education; *Beginning Teachers; Classroom Techniques; *Educational Needs; Educational Planning; Educational Technology; *Inservice Teacher Education; Interpersonal Competence; *Needs Assessment; Postsecondary Education; Secondary Education; State Surveys; *Statewide Planning; Teacher Attitudes; Teacher Characteristics; Teacher Competencies; Teacher Student Relationship; Vocational Education; Vocational Education Teachers
IDENTIFIERS- *Texas

The inservice needs of entry-phase agriculture teachers in Texas were examined in a descriptive study that focused on Texas entry-phase agriculture teachers' personal and situational characteristics, their own assessment of their performance on specific competencies, and their need for inservice training on specific competencies. The target population consisted of all 165 entry-phase agriculture teachers in Texas. The 165 teachers were randomly placed in four groups, each of which received a different survey instrument. Each instrument focused on one of the following: student services competencies, program management competencies, personal roles and relationship competencies, and planning and managing educational tools and technologies. Of the 165 teachers, 91 (55%) submitted usable responses. Nearly 70% of the teachers were interested in pursuing a master's degree, and 50% preferred coupling inservice training with graduate credit. Only 20% selected distance education as their preferred method of receiving inservice education. Of the 163 competencies rated, 71 had a mean rating of 3.00 or higher. Facilitating adult learning environments was identified as the area in which inservice training is most needed, and facilitating balance in professional relationships the area in which inservice training is least needed. (Contains 28 references.) (MN)

ED 431 102 CE 078 765

Stern, David; Briggs, Derek
Competition or Complementarity between Work and School: Some Insights from High School Students.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC.
PUB DATE- 99
NOTE- 24p.; Paper presented at the Annual Meeting of the American Educational Research Association (Montreal, Quebec, Canada, April 19-23, 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Achievement; *Cooperative Education; *Education Work Relationship; Educational Attitudes; Educational Research; Employment Patterns; *High School Students; High Schools; Literature Reviews; *Student Attitudes; Work Attitudes

The question of how some high school students succeed in reconciling school and work was examined through a review of research on the topic. Special attention was paid to the comments made by students responding to the National Center for Research in Vocational Education's longitudinal study that followed approximately 1,500 students in high schools and two-

TAFE (Technical and Further Education) and other government providers, registered community providers, some VET delivered in schools, and publicly funded delivery by private providers in 1998. The report includes detailed statistics for Australia as a whole and or its eight states and territories, presented in 21 tables as well as narratives. Seven appendixes include notes, a glossary, lists of training organizations and locations, financial data, classifications, and other data. Highlights for 1998 include the following: (1) 1.54 million students undertook vocational programs in 1998, which is a 5 percent increase over 1997 and represents 12 percent of Australia's working-age population; (2) in the 10 years from 1989 to 1998, the number of students in vocational programs increased by 65 percent; (3) persons aged 15-24 years comprised 38 percent of students and took 54 percent of the hours of training; (4) community and private providers accounted for 25 percent of the students; and (5) $4.01 billion was spent on VET nationally in 1998, a 1.4 percent increase over 1997. (KC)

ED 431 121 CE 078 796

Australian Apprentice and Trainee Statistics 1997/98. Annual Statistics Volume 4, 1 July 1997-30 June 1998.
SPONS. AGENCY- Australian National Training Authority, Brisbane.
PUB DATE- 98
NOTE- 54p.; Accompanying 3.5 inch diskette not available from EDRS.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- *Apprenticeships; Education Work Relationship; *Enrollment; Expenditure per Student; Expenditures; Foreign Countries; Graduate Surveys; *Job Training; *Outcomes of Education; Postsecondary Education; Program Costs; School Statistics; Secondary Education; Student Characteristics; Tables (Data); *Vocational Education
IDENTIFIERS- *Australia

This publication contains a selection of statistics on persons undertaking vocational training through contract of training arrangements (apprenticeships and traineeships) in Australia from July 1, 1997, to June 30, 1998. Figures are provided for the country as a whole and for the eight states and territories. Appendixes provide statistics on employer satisfaction and graduate placements. Highlights for the year include the following: (1) an estimated 195,500 persons were enrolled in apprenticeships or traineeships in fiscal year 1998, an increase of 11.5 percent over fiscal year 1997; (2) 123,200 apprentices and trainees began their programs during the year; (3) more than half of the participants were aged 20 years or more, continuing an upward trend in the age profile, and 39 percent were female, continuing an increase of the proportion of female participants; (4) approximately 50,000 persons completed their training during the year; and (5) approximately 94 percent of the apprentices and trainees were employed with the same employer as during their training program. An accompanying diskette in Excel Version 5 for Windows contains Australian VET Statistics 1998 Financial Data Tables 1-45. (KC)

ED 431 122 CE 078 800

Australian Vocational Education & Training. TAFE Graduate Destination Survey 1998. At a Glance.
SPONS. AGENCY- Australian National Training Authority, Brisbane.

NOTE- 153p.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Academic Achievement; *Accountability; Educational Change; Educational Cooperation; *Educational Quality; Parent School Relationship; *Partnerships in Education; Postsecondary Education; School Business Relationship; School Community Relationship; Secondary Education; State Government; *State Programs; State Standards; Statewide Planning; Vocational Education

This document shares lessons learned related to states' strategies to improve accountability. Case studies describe promising practices or particular strategies within an accountability system that have operationalized six standards identified by the National Association of State Boards of Education. The introduction discusses accountability and the two contrary directions in which vocational education has been pulled by the conflicting ends of work force development and school reform. Section 2, Setting Standards, describes standard-setting efforts in vocational education programs, state systemic accountability efforts, and industry-based partnerships. Section 3, Assessment Systems, describes systems with one or more of three purposes: measure individual student learning, certify students' skill mastery, and collect information on program performance. Section 4, Curriculum Strategies, focuses on curriculum strategies to support state standards: technical assistance; lesson plan collection and dissemination; and integrated projects. Section 5, System Supports, describes strategies states use to ensure that standards, assessment, and curriculum work together to support improvement of student achievement. Section 6, Quality Assurance, provides examples of how states monitor program performance: industry-based program certification and state accreditation. Section 7, Policy Linkages, provides examples of state reform efforts that have encouraged collaboration among state-level agencies and advanced cooperation and partnerships among local and state practitioners, community members, parents, and employers to support academic achievement of all students. Section 8, Resources, contains 60 references and forms for creating a state's accountability practice. (YLB)

ED 431 139 CE 078 838

Larson, Rick
Who's Minding the Store? A Guide for Educators Working with School-Based Enterprises. Activities and Strategies for Creating and Operating Innovative and Productive Learning Experiences.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC.
PUB DATE- 99
NOTE- 143p.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Business Administration; Business Education; *Distributive Education; Employment Potential; *Entrepreneurship; Job Skills; Leadership; *Marketing; Money Management; Office Automation; Planning; Program Development;

between biracial individuals' racial identification with their two ethnic identities was studied. It was hypothesized that biracial individuals possess situational identities, based on factors including: knowledge of and exposure to ethnic heritage; relationships with parents; interpersonal interactions with racially diverse people; self-esteem and physical symptomatology. Multiple regression analysis results indicate that a positive and significant relationship exists between self-esteem and racial identity. (Contains 41 references and 5 tables.). (JDM)

ED 431 157 CG 029 302

Steward, Robbie J.; Miller, Matthew A.; Breland, Alfiee; Neil, Douglas; Roberts, Amber; Slavin, Rebecca
Religion as an Important Component of Diversity: Religion in Counseling Training Programs.
PUB DATE- 99
NOTE- 26p.; Paper presented at the Great Lakes Regional Counseling Psychology Conference (Columbus, OH, April 22-23, 1999).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Beliefs; College Faculty; *Counselor Training; *Diversity (Faculty); *Diversity (Student); Graduate Students; Higher Education; *Religion

This pilot study uses college faculty (n=10) and students (n=18) within American Psychological Association-approved department of counseling psychology programs to explore whether training programs are addressing religion as a component of diversity; how students with fundamental religious beliefs interact with members of their training program, both students and faculty, in the academic setting; and how students with fundamental religious beliefs are viewed within their training programs by students and faculty. Findings suggest that religion in general, and fundamentalist Bible-based beliefs specifically, are points of "uneasy" silence within the counseling training arena. This "uneasy" training program silence appears to mask strongly felt points of underlying contention among faculty, and among trainees, as well as between faculty and trainees. Many are choosing silence as a means of avoiding the assumed potential volatility that might ensue if discussion occurs. Fundamentalist trainees reported choosing silence to avoid penalty. In all silence, thought errors have the potential to flourish. Though the sample size is small, significant patterns were found that must be noted to better understand the impact of silence around religion on the climate within the training environment. An appendix provides comments from the faculty participants in response to survey items posted on the CCPTP listserv. (Contains 11 references and 6 tables.) (Author/MKA)

ED 431 158 CG 029 304

Breland, Alfiee M.; Steward, Robbie, J.; Neil, Doug; Miller, Matthew
Respect in the Training Relationship.
PUB DATE- 99
NOTE- 19p.; Paper presented at the Great Lakes Regional Counseling Psychology Conference (Columbus, OH, April 22-23, 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.

This book suggests that, powered by the dynamics of the economy, the reading crusade of Americans, a blueprint for action, and unprecedented momentum, a significant reading breakthrough in reading achievement is within reach in the United States. By "starting early," the roots of reading take hold well before children go to school; and by "finishing strong," schools alone cannot do the job of teaching children to read--parents must stay involved, the community must help, and nothing is more important than a highly skilled, well-prepared teacher. After an executive summary that discuses how to help every child become a reader, and an introduction that addresses the "right kind of reading war," chapters in the book are: (1) Raising Readers: The Tremendous Potential of Families; (2) Ready to Read: Building Skills through Early Care and Education; (3) Read to Succeed: How Schools Can Help Every Child become a Reader; and (4) Every Child a Reader: How Citizens, Public Leaders, and Communities Can Help. Contains approximately 150 references; appendixes contain a 28-item annotated list of reading resources, and summaries of recent state laws on reading for children in grade 3 and younger. (RS)

ED 431 177 CS 013 609

Cattell, Micki
A Study of the Effects of Metacognition on Reading Comprehension.
PUB DATE- 99
NOTE- 52p.; Master's Project, San Diego State University.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Dissertations/Theses - Master Theses (042)
DESCRIPTORS- Grade 4; *Instructional Effectiveness; Intermediate Grades; *Metacognition; Miscue Analysis; *Reading Comprehension; Reading Research

The purpose of this study was to examine the effects of strategically teaching metacognitive skills to high-, medium-, and low-achieving fourth grade students, and how it influenced their ability to comprehend grade level texts. Nine children participated in the experimental group, and nine were selected for the control group. A pre/post miscue test and comprehension evaluation were utilized to show individual growth, and gain scores were used to compare between the experimental and control groups. Results indicated strategic teaching of metacognitive skills did influence a child's ability to comprehend grade level texts. An analysis of the data collected revealed all students in the experimental group used one or more of the metacognitive skills to aid in their comprehension. After comparing the miscue and comprehension scores of the experimental and control groups, it may be suggested that teaching metacognitive skills is an effective means of instruction for influencing the reading comprehension of fourth grade students. Contains 46 references, and 2 tables and 4 figures of data; appendixes contain a comprehension evaluation form, reading miscue texts, criteria for selecting students, a student nonfiction retelling assessment form, and a list of journal starters for student response journals. (Author/RS)

ED 431 178 CS 013 610

Neale, Marie D.
Neale Analysis of Reading Ability: Manual. Third Edition.
PUB DATE- 99
NOTE- 129p.; For the Reader, see CS 013 611. "Australian Standardisation: Michael McKay and John Barnard."
LANGUAGE- English

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)

DESCRIPTORS- *Academic Standards; Curriculum Development; Elementary Secondary Education; *English Instruction; *Language Arts; Language Usage; Literature; Minimum Competency Testing; *State Standards; *Student Educational Objectives; Student Evaluation

IDENTIFIERS- *New Hampshire; New Hampshire

In accordance with RSA (Revised Statutes Annotated) 193-C relative to the New Hampshire Educational Improvement and Assessment Program, the purpose of this framework is to serve: (1) as the basis for the development of assessment instruments to be administered, statewide, at the end-of-grades 3, 6, and 10; and (2) as a guide for making local decisions about curriculum development and delivery. It establishes educational standards that define what New Hampshire students should know and be able to do in the English language arts. In the framework, five strands serve as the primary organizers: reading; writing; speaking, listening, and viewing; literature; and English language uses. Each strand includes three major components: purpose statements for each of the organizing strands; curriculum standards; and proficiency standards. Contains 30 references. (RS)

ED 431 200 CS 510 063

Mulvaney, Becky Michele

Considering the Rhetorical Theory and History of Gendered Messages.

PUB DATE- 99

NOTE- 14p.; Paper presented at the Joint Meeting of the Central States Communication Association and the Southern States Communication Association (St. Louis, MO, April 7-11, 1999).

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Feminist Criticism; Higher Education; Intellectual History; *Philosophy; *Rhetorical Theory; Student Needs

IDENTIFIERS- Aristotle; Classical Rhetoric; *Gender Issues; *Misogyny; Plato of Athens

The predominance of Platonic and Aristotelian philosophies in Western culture has affected theories of rhetoric and gender in related ways and set the stage for two millennia of misogyny based on the rhetorical construction of women as "naturally" inferior beings who thus had no ontological right to engage in the dominant knowledge-creating discourses and conversations of their societies. This historical understanding is important to the contemporary student of communication for at least two reasons: (1) students should understand the consequences for communication of the hegemonic role of Platonic and Aristotelian thinking; and (2) students should be familiar with the ways in which the construction of "gender guided" (or "misguided") rhetorical history and theory. Contains 13 references. (NKA)

ED 431 201 CS 510 064

Hunzer, Kathleen M.

Increasing the Visibility of the Disinclined and the Silenced: Enabling Alternatives to Traditional Argument.

PUB DATE- 99

Bogotch, Ira E.
Postmodern Educational Leadership Research as a Leadership Substitute: Apology, 23d.
PUB DATE- 99
NOTE- 33p.; Paper presented at the Annual Meeting of the American Educational Research Association (Montreal, Quebec, Canada, April 19-23, 1999).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Educational Research; Educational Theories; Elementary Secondary Education; *Instructional Leadership; Research Methodology; Theories
IDENTIFIERS- *Postmodernism

This paper discusses how postmodern ideas might be used to change the nature and the practice of educational-leadership research. It draws on a series of fragmented vignettes to argue that a postmodern approach can uncover the gray areas of scholarship. The article examines the use of the word "oxymoron," discusses the nature of refined thought, and explores the influence of autobiography during the process of research and writing. It details the six postmodern signposts: (1) the "don't know" responses that are rigorously edited out of texts; (2) the significance of contexts and their importance in understanding instructional leadership; (3) the need for learning in a community with no preassigned roles or areas of expertise; (4) the recognition that some rules need to be broken so as to recapture knowledge that is lost in standard protocols; (5) the sharing of data and the need to democratize knowledge, accomplished in part by minimizing the privileges accorded to the researcher and author; and (6) the presence of multiple realities, discourses, and moralities that everyone brings to their role in education. The text concludes with a discussion of what constitutes a postmodernist analysis, claiming that it is a lived philosophy based on epistemological and ontological assumptions. Contains 35 references. (RJM)

ED 431 221 EA 029 866

Denig, Stephen J.
Private and Public Schools: Cooperation or Competition.
PUB DATE- 99
NOTE- 13p.; Paper presented at the Annual Meeting of the American Educational Research Association (Montreal, Quebec, Canada, April 19-23, 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Educational Change; *Educational Cooperation; Educational Philosophy; Elementary Secondary Education; Foundations of Education; *Private Schools; *Public Schools

This papers explores the relationship between private and public schools. It challenges the assumption that competition between the private and public sectors is desirable and argues for a cooperative model in which public and private schools work together to educate children. Each sector has strengths that can help the other. These strengths include an emphasis on focused academic programs, communal organization, inspirational idealism, and decentralized governance. Increased cooperation would ease some of the recurrent problems in schools, such as private schools' relatively limited variety of electives and public schools' lack of social mobility where the poor are more and other education stakeholders. The committee's purpose was to identify the steps that lead in the direction of either excellence or failure. The subcommittee found that successful schools and school systems were not the product of federal funding but instead were characterized by parents involved in the education of their children, local control, emphasis on basic academics, and dollars spent on the classroom. The central theme of the findings is that the federal government cannot consistently replicate success stories in the form of federal programs. Rather, the government should empower parents by reducing the family federal tax burden; encourage parental choice in education; return federal elementary and secondary education funds to states and local school districts through flexible grants; use federally funded education programs only for methods backed by reliable, replicable research; streamline and consolidate federal education programs; and reform or eliminate ineffective and inefficient programs. In short, the federal government should serve education as a research and statistics- gathering agency, disseminating findings and enabling states to share best practices with each other. The report was adopted by the subcommittee by a vote along Republican-Democrat party lines of 5-2. The 17 page minority report, "Crossroads Hearings: A Republican Assault on Public Education," is printed as an appendix. (RJM)

ED 431 239　　　EA 029 890

Holmes-Ponder, Kathleen; Ponder, Gerald; Bell, Pandora
Giving School Leaders the Inner Edge.
PUB DATE- 99
NOTE- 14p.; Paper presented at the Annual Meeting of the Association for Supervision and Curriculum Development (54th, San Francisco, CA, March 6-9, 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Administrator Effectiveness; Elementary Secondary Education; *Instructional Leadership; Leadership Responsibility; *Leadership Training; Management Development; School Administration; *Spirituality

This paper presents ways to transform leadership by transforming leaders. It advocates an increased knowledge about self and a deeper connection with the purpose for living. It outlines the spiritual condition of school leaders and the importance of spiritual development. This increased spirituality is fostered by developing an awareness of spiritual influences, by assessing spiritual conditions, and by strengthening spiritual intelligence. The article offers tips for reconnecting the spirit with the work of teaching, such as reconnecting faculty with the feelings of power and spiritual joy that brought them to teaching and learning to begin with. It details four lessons for achieving renewed leadership, advocating letting go and moving toward the inner edge by identifying spiritual obstacles, such as grudges and negative feelings, and eliminating them. Leading authentically by sharpening the self-image, personality type, interpersonal needs, conflict styles, learning styles, change styles, and the ways that values are prioritized are all discussed. Leaders should hold an empowering inner mission in which they recognize the need to join together for a common purpose, where each person believes in the school's mission. Finally, a spirit of community can be developed when all staff members join together and engage in activities; (3) the history of special education in Washington; (4) special education services and related services; (5) disability categories of children provided with special education services; (6) number of students served; (7) service delivery options; (8) special education personnel; (9) educational service districts; (10) special education funding; (11) reform efforts and special education within Washington State; (12) Comprehensive System of Personnel Development (CSPD) in special education; (13) state needs projects; and (14) additional projects and activities. Information indicates that the percentage of students receiving special education and related services during the 1996-97 school year was 11.13 percent which increased to 11.26 percent during the 1997-98 school year. The change in total enrollment increased by 1.36 percent for a total of 981,003 students in Washington State. The largest disability category continues to be learning disabilities for children with disabilities ages 3-21. (CR)

ED 431 258 EC 307 237

Impact of the New 619 Funding Formula. Quick Turn Around (QTS) Forum.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- 99
NOTE- 6p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Attitudes; *Disabilities; Educational Legislation; *Federal Aid; *Federal Legislation; Financial Support; Incidence; *Poverty; Preschool Children; Preschool Education; *State Federal Aid
IDENTIFIERS- *Individuals with Disabilities Educ Act Amend 1997

This report presents an overview of the revised preschool funding formula under the 1997 amendments of the Individuals with Disabilities Education Act and perceptions of some state education agencies (SEA) staff on the initial impact of the funding changes. New features include a hold harmless base amount that is equal to the preschool grant received for fiscal year 1997. For new funds above 1997 allocations, a census factor and a poverty factor must be applied in establishing allocations. Information gathered from contacted SEA staff indicates reactions to the new components of the formula were mostly negative. Typical reactions included: (1) larger, wealthier local education agencies (LEAs) with the most resources often receive larger allocations; (2) increase in numbers of children served is no longer the basis of the formula, so the incentive to increase the number of identified preschoolers is removed; (3) the poverty factor has had a limited effect in shifting funds to urban areas; and (4) the allocation based on degree of poverty could result in an increase for poorer districts, but is too small a part of the total funds to be meaningful. The report concludes with a listing of related issues and recommendations for state action. (CR)

ED 431 259 EC 307 238

Warlick, Ken; Olsen, Ken
Who Takes the Alternate Assessment? State Criteria. Revised.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- 99

Getting on Board: A Review of Transportation Options for Ohioans with Disabilities and Recommendations for Systems Change. Final Report to the Ohio Developmental Disabilities Council on Grant Project 98-4, Transportation. and Executive Summary.
SPONS. AGENCY- Ohio State Developmental Disabilities Council, Columbus.; Ohio State Dept. of Mental Health and Mental Retardation, Columbus.
PUB DATE- 99
NOTE- 57p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Change Strategies; Community Programs; *Delivery Systems; *Developmental Disabilities; Employment Potential; Federal Programs; Lobbying; *Needs Assessment; Public Facilities; Services; Social Integration; State Programs; *Statewide Planning; *Transportation
IDENTIFIERS- *Ohio

This final report of the Ohio Developmental Disabilities Council's (ODDC) project on transportation presents an evaluation of the current transportation options available to Ohioans with disabilities and offers recommendations to improve these options. The first section provides an overview of the ODDC transportation project including its underlying principles (such as promoting community life and employment over segregated living and work options) and defines key terms such as "public transportation" and "paratransit." The second section describes the current situation in Ohio regarding: public transportation, agency transportation, Medicaid-funded transportation, recent state and local initiatives, recent federal initiatives, and advocacy and the user perspective. Four major recommendations are made: (1) the disability community needs to maintain an active involvement in transportation issues as a "hanger on"; (2) the ODDC should adhere to and promote its major principles in all Council literature and activities related to transportation; (3) the statewide transportation coordination task force should be formalized and expanded; and (4) the disability community should actively participate in shaping the Ohio workforce development legislation. A separate executive summary is included. (DB)

ED 431 278 EC 307 260

Patchell, Frederick; Treloar, Robin
Meeting a Need: A Transdisciplinary, School-Based Team Approach to Working with Children and Adolescents with Language Disorders.
PUB DATE- 97
NOTE- 24p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Catholic Schools; Communication Disorders; Delivery Systems; Elementary Secondary Education; Foreign Countries; *Interdisciplinary Approach; Intervention; *Itinerant Teachers; *Language Impairments; Models; Speech Language Pathology; *Teamwork
IDENTIFIERS- *Australia (New South Wales)

This paper describes services provided to students with language disorders (grades K-12) in the Catholic Diocese of Parramatta (New South Wales, Australia). The Communication Program has

(Contains 31 references.) (GR)

ED 431 296 EF 005 390

Williamson, Beech, Ed.; Thompson, Andy, Ed.; Bishop, Robin; Watson, Lucy; Brooke, John
Area Guidelines for Schools. Building Bulletin 82.
PUB DATE- 96
NOTE- 85p.; "With contributions from Andrew Benson-Wilson, Tom Carden, Diane Holt, Johathan Ibikunle, Sandra Legg, Helen Nichols and Alison Wadsworth."
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Educational Facilities Design; *Educational Facilities Planning; Elementary Secondary Education; Foreign Countries; *Guidelines; *Interior Design; *Space Utilization
IDENTIFIERS- England

This bulletin provides non-statutory guidance on the provision of teaching and non-teaching accommodation for nursery, primary, and secondary pupils, as well as school grounds. It is directed at the early stages of school projects when strategic decisions must be made about the buildings and site. It follows the steps that designers and school planners can take to identify the appropriate areas for all mainstream schools. Section 1 identifies the approximate overall areas for the school buildings with the idea of helping to reduce the economic drain on school budgets. Section 2 helps to establish the number and types of teaching spaces needed to support particular curriculum or staffing models. Sections 3 and 4 provide more detailed information on the individual spaces required. Section 5 deals with the site area and layout, and provides help in choosing a site, in locating a new building or extension, and in planning a layout of the main eternal features. Appendices provide examples of schedules of accommodation from primary through secondary schools, together with a discussion of the options for each school; and a summary for the area formulae for various types of schools. A glossary is included. (Contains 57 references.) (GR)

ED 431 297 EF 005 391

Watson, Lucy; Wadsworth, Alison; Daniels, Richard; Jones, Alan
Design and Technology Accommodation in Secondary Schools: A Design Guide. Building Bulletin 81.
PUB DATE- 96
NOTE- 84p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Check Lists; *Classroom Design; Classroom Furniture; Educational Equipment; *Educational Facilities Design; *Educational Facilities Planning; Educational Technology; Foreign Countries; Guidelines; Secondary Education; *Secondary Schools; *Space Utilization
IDENTIFIERS- England

Schools have been faced with design and technology changes over the past few years, raising issues when planners consider both students. Contains 30 references. (MSE)

ED 431 318 FL 025 864

O'Riordan, Mary
Strategic Use of Pedagogic Grammar Rules in Micro-Level Editing.
PUB DATE- 99
NOTE- 32p.; Paper presented at the Annual Meeting of the New York State Teachers of English to Speakers of Other Languages (Bronx, NY, 1999).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Classroom Techniques; College Instruction; *Editing; English for Academic Purposes; *English (Second Language); *Error Correction; *Grammar; Higher Education; Instructional Effectiveness; Knowledge Level; Protocol Analysis; Second Language Instruction; Spanish Speaking; Time Factors (Learning); *Writing Instruction

A study in college-level English-as-a-Second-Language (ESL) instruction investigated (1) whether or not there is any relationship between the strategic use of explicit grammar knowledge, including metalinguistic concepts, in an attempt to recognize error, and the actual correction of error and success in academic ESL; (2) whether or not certain error types respond better to this treatment than others; and (3) how efficient this explicit knowledge is in terms not only of correction but also of time, an important consideration for students taking examinations. Subjects were 12 native Spanish-speaking ESL students in an English composition course. Each was asked to find a specific number of errors in passages and correct them, using a think-aloud protocol; all errors were genuine ones made by Spanish-speaking students. Results indicate that explicit knowledge was directly related to recognition and correction of error, and to success in required English courses. Explicit knowledge was most effective in treating morphological error. Although use of the explicit knowledge appeared relatively automatic, more successful students spent more time on explicated corrections than did less successful students, suggesting analysis is a crucial element of successful use of such knowledge. Theoretical and instructional implications are discussed. Contains 70 references. (MSE)

ED 431 319 FL 025 865

Gebhard, Jerry G.
Teaching Students To Communicate in English: Considerations for Non-Native Speakers of English.
PUB DATE- 99
NOTE- 28p.; Paper presented at a Workshop on EFL Teaching Materials and Pedagogy (Foshan, China, May 10-16, 1999).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Class Activities; Classroom Techniques; *Communicative Competence (Languages); *English (Second Language); Foreign Countries; *Instructional Materials; *Intercultural Communication; Lesson Plans; Second Language Instruction
IDENTIFIERS- China; *Nonnative Speakers

The text of a workshop lecture and demonstration focus on the use

Federal Aid; *Government School Relationship; *Higher Education; *Merit Scholarships; Paying for College; Policy Formation; Strategic Planning; *Student Financial Aid; Trend Analysis; Tuition Grants; Universities

This book examines issues in the provision of student financial aid within the context of continuing changes in governmental student aid policies and private sector decisions resulting in larger and larger shares of the cost of higher education being borne by individuals and their families. The two chapters of Part 1 first review the role student aid has played in the past and the present and then sketches how the shifting environment of higher education is changing the way colleges and universities approach student aid. The four chapters of Part 2 examine how undergraduate education is financed in the United States, identifying differences for various sectors and for students of differing family backgrounds. Implications of recent financing trends for access to and choice of undergraduate college are reviewed. Part 3 focuses on how various categories of colleges and universities have been changing their financing patterns both their sources of revenue and their patterns of expenditure. The effects of external incentives such as government financial aid programs are analyzed and the possibilities of unintended consequences considered. The relationship of pricing and aid decisions by institutions to their strategic competitive choices is also addressed. Part 4 focuses on no-need or merit aid from the viewpoint of both students and institutions. The conclusions in Part 5 address implications for policy at the government level and for individual schools. Principles for decision making are offered. (Contains 48 references and an index.) (DB)

ED 431 341 HE 032 022

Stanton, Timothy K.; Giles, Dwight E., Jr.; Cruz, Nadinne I.
Service-Learning: A Movement's Pioneers Reflect on Its Origins, Practice, and Future. Jossey-Bass Higher and Adult Education Series.
PUB DATE- 99
NOTE- 272p.; Foreword by Goodwin Liu.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010)
DESCRIPTORS- College Curriculum; Community Development; *Educational History; *Educational Innovation; Educational Policy; Educational Practices; Higher Education; Personal Narratives; Program Development; *Service Learning; *Student Development; Theory Practice Relationship

This history of service learning traces the work of 33 advocates, scholars, and practitioners since the early 1960s. Chapter 1 defines service learning and identifies a representative and influential group of "service learning pioneers." Chapter 2, titled "Early Connections Between Service and Education," by Seth S. Pollack, offers a conceptual framework for service learning. Chapter 3 draws on the pioneers' accounts of formative, personal experiences which led them toward service learning. In Chapter 4 the pioneers' first professional service-learning roles and the contexts for them are described, and chapter 5 follows the pioneers as they target postsecondary education as being at the right time and place to combine service and learning. Chapters 6 and 7 describe the variety of service-learning practices developed and established by the pioneers, emphasizing, respectively, student and community development. Chapter 8 recalls efforts of the struggles to maintain, sustain, and institutionalize service learning. In tuition and student fees. These weaknesses included: approval, by the Vice President for Administration, of deviations from state and SUNY guidelines without satisfactory justification; significant shortfalls in the collection of rents from the paychecks of employees who lived in on-campus housing; failure to charge some employees who lived in student dormitories; inadequate collection of outstanding tuition and fees receivables; and inadequate documentation in the area of payroll. A response by SUNY Maritime and SUNY System administrators generally agrees with the audit's conclusions and indicates that many of the recommendations have been or will be implemented. (DB)

ED 431 361 HE 032 126

O'Reilly, Dave, Ed.; Cunningham, Lynne, Ed.; Lester, Stan, Ed.
Developing the Capable Practitioner. Professional Capability through Higher Education. Teaching and Learning in Higher Education.
PUB DATE- 99
NOTE- 245p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Adult Learning; Case Studies; Certification; Competency Based Education; Foreign Countries; Graduate Study; Higher Education; Legal Education (Professions); Professional Development; *Professional Education; Self Evaluation (Individuals); Self Management; Social Work; State Licensing Boards; Student Evaluation
IDENTIFIERS- United Kingdom

Nineteen papers address aspects of professional education in institutions of higher education from a British perspective. Papers are grouped into five sections addressing: the reflective practitioner, learner autonomy and action learning, assessing capability, professional bodies and the needs of employers, and values and models. Following a glossary and an introduction by the editors, the papers are: (1) "In Conversation with Donald Schon" (Dave O'Reilly); (2) "Multiple Mirrors: Reflecting on Reflections" (Reva Berman Brown and Sean McCartney); (3) "From Didactic Expert to Partner in Learning" (Jennifer A. Butler); (4) "From Map-Reader to Map-Maker: Approaches to Moving Beyond Knowledge and Competence" (Stan Lester); (5) "Towards Capability through Competence: Autonomy or Automatism" (Ann-Marie Bathmaker and David Stoker); (6) "Capabilities for Successful Self-Development" (Lynda M. Stansfield); (7) "Action Learning and Capability: A Search for Common Ground" (Steve Reeve); (8) "Competence and Capability: From 'Confidence Trick' to the Construction of the Graduate Identity" (Len Holmes); (9) "Assessing the Self-Managing Learner: A Contradiction in Terms?" (Stan Lester); (10) "Practice-Based Assignments: Social Work Education as a Case-Study" (Dave Evans and Jackie Langley); (11) "Professional Capability: Requirements and Accreditation in the Legal Profession" (Diana Tribe); (12) "Professional Capability: A Case-Study Bridging Vocational, Academic and Professional Frameworks" (Geraldine Doherty and Rachel Pierce); (13) "Professional Competence Development: The Internal Audit Experience" (Alex Dunlop, Trevor Hassall, and Maggie Challis); (14) "Delivering Relevant Higher Education to the Workplace" and adjusting to life after the dissertation. The first section consists of 10 chapters focusing on these cycles. The second section is comprised of five "think pieces," more informal and conversational conceptions (and misconceptions) of deliberation in relation to theoretical perspectives on "discourse." These pieces are titled: "What Do We Mean by Deliberation?" "Dissertation Study Groups: Cultivating a Community for Discursive Deliberation"; "Knowledge Claims and the Issue of Legitimacy in Educational Research"; "Tuning In to Discourses on Qualitative Inquiry"; and "Text/Interpretation". Throughout the book, insets provide many case examples. (Contains approximately 250 references.) (DB)

ED 431 380 HE 032 169

Harvey, William B., Ed.
Grass Roots and Glass Ceilings: African American Administrators in Predominantly White Colleges and Universities. SUNY Series, Frontiers in Education.
PUB DATE- 99
NOTE- 169p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- Administrator Characteristics; *Administrators; *Blacks; Career Development; Career Ladders; College Administration; College Presidents; Deans; Employment Level; Higher Education; Personal Narratives; *Promotion (Occupational); Racial Discrimination
IDENTIFIERS- *African Americans

This book addresses difficulties faced by African Americans in reaching the highest levels of administration in white colleges and universities. The nine chapters were written by African Americans who currently hold or have held senior-level administrative positions (deans, vice-presidents, and presidents) in predominantly white colleges and universities. An introductory chapter by the editor summarizes themes concerned with academic climate, perseverance and performance, motivation and inspiration, and future trends. The included papers are: (1) "Succeeding Against the Odds in Higher Education: Advancing Society by Overcoming Obstacles Due to Race and Gender" (Reatha Clark King); (2) "From Cotton Picker to University CEO" (Charlie Nelms); (3) "Succeeding as a Female African American President of a Predominantly White College" (Vera Farris); (4) "On the Outside Looking In" (Marie McDemmond); (5) "A Meaningful Contribution" (Horace Judson); (6) "A Dream Turned into Reality" (Althia deGraft-Johnson); (7) "All American Dream/African American Reality" (Wesley Harris); (8) "Out of the Mainstream: An Unorthodox Pathway to the Office of Graduate Dean" (Barbara Solomon); and (9) "Observations and Intuitions" (William B. Harvey). (DB)

ED 431 381 HE 032 170

Blimling, Gregory S.; Whitt, Elizabeth J.
Good Practice in Student Affairs: Principles To Foster Student Learning.
PUB DATE- 99
NOTE- 237p.; Expands on key practice standards outlined in a joint document sponsored by the American College Personnel Association and the National Association of Student Personnel Administrators.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.

insights into current struggles of educational access to the "information superhighway." Findings from an historical analysis of these earlier periods show that educational access to new communications technologies is often constrained or marginalized in four primary ways: (1) definitional distinctions in law and policy; (2) high costs and technical operating standards; (3) technical ghettoization in low-power, low-reach technologies, and (4) mid-stream legal and policy modifications including challenges to regulatory jurisdiction. Similar methods of constraint are identified in the current context of universal service e-rate discounts for K-12 access to the National Information Infrastructure (NII). It is suggested that educators should be excited about NII service discounts, but wary of regulatory constraints. (Contains 20 references.) (Author/AEF)

ED 431 401 IR 019 692

Will Public TV Viewers Want Interactivity? Results of the Digital Prototype Study. CPB Research Notes No. 117.
PUB DATE- 99
NOTE- 9p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Attitudes; Audience Response; Computer Interfaces; Computer Oriented Programs; Futures (of Society); Interaction; *Interactive Television; Models; *Programming (Broadcast); *Public Television; Television Research
IDENTIFIERS- Digital Technology; Prototypes

This report discusses research commissioned by the Corporation for Public Broadcasting in order to evaluate prototypes of digital public television programming. There were two phases of research, the first using exclusively linear demonstrations of interactive public television, and the second demonstrating computer simulations of three digital programs. The primary goal of the research was to formulate models for successful interactive public television using available linear and computer-based prototypes. Since these prototypes are designed to demonstrate potential interactive techniques and not to be aired as they are, this report concentrates more on the general findings from reactions to the clips rather than diagnosing weaknesses. Following an outline of key findings, detailed findings are discussed in terms of expectations for the future of television, attitudes toward public television as an interactive leader, general reactions to interactivity, and interface issues. Suggestions for developing models for interactive programming are offered. (AEF)

ED 431 402 IR 019 693

Who Donates to Public Broadcasting? Profiles of Donors from the Monitor Survey. CPB Research Notes No. 118.
PUB DATE- 99
NOTE- 7p.; For related document, see ED 415 829.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- Attitudes; *Audience Analysis; *Donors; *Fund Raising; Individual Characteristics; Programming (Broadcast); Public Support; *Public Television; Radio; Surveys; Tables (Data); Television Viewing
IDENTIFIERS- *Public Radio

Officers; Chief Information Officers; Masters of Business Administration

Since information technology amounts to half of the typical U.S. firm's capital expenditures, a key concern is how AACSB (American Assembly of Collegiate Schools of Business)-accredited MBA (Masters of Business Administration) programs are educating their rising executives in technology management. This study details a content analysis of 45 syllabi used in the required information technology course in AACSB-accredited MBA programs. Elements analyzed include course name, texts or required readings, assessment methods and weights, the proportion of assessment linked to team work, and course topics. Topics are compared to critical issues in technology management identified by both CEOs (Chief Executive Officers) and CIOs (Chief Information Officers) in recent surveys. The study may be used by accredited schools and those seeking accreditation to benchmark their own required MBA information technology course. Appendices include a list of participating colleges and universities, and tables that present data on textbooks, assessment methods, teamwork percentages, and course topics. (MES)

ED 431 420 IR 057 382

Buffington, James R.
Self-Directed Teams in the Introductory Information Systems Course: Lessons Learned.
PUB DATE- 98
NOTE- 8p.; In: Proceedings of the International Academy for Information Management (IAIM) Annual Conference (13th, Helsinki, Finland, December 11-13, 1998); see IR 057 374.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Cooperative Learning; Higher Education; Information Science Education; *Information Systems; Information Technology; *Instructional Effectiveness; Introductory Courses; Questionnaires; Student Attitudes; Student Evaluation; Student Surveys; Teacher Role; Teaching Methods; *Teamwork
IDENTIFIERS- Collaborative Learning; Self Direction

Research clearly supports the efficacy of self-directed teams in the learning of information systems (IS) skills. This paper proposes that the use of self-directed teams demands a considerable amount of direction on the part of the instructor. Students in two sections of an introductory IS class were surveyed with explicit questions about their experience as part of a team in the class. The discussion of results covers approaches to forming teams, grading, structured tasks, student reaction to teamwork, advantages of teamwork, and projected course changes. Findings indicate that an evolution of approaches in structuring teams is a necessity. Results suggest that a systematic and formal evaluation of collaborative learning experience is desirable. A copy of the student questionnaire is appended. (Author/MES)

ED 431 421 IR 057 383

Bandi, Rajendra; Nakatani, Kazuo
Web-Based Distance Learning: Choosing Effective Technologies for Information Systems Courses.
PUB DATE- 98
NOTE- 11p.; In: Proceedings of the International Academy for

Townsend, Barbara K., Ed.
Understanding the Impact of Reverse Transfer Students on Community Colleges. New Directions for Community Colleges, Number 106.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 99
NOTE- 103p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Collected Works - Serials (022),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- College Role; *College Transfer Students; *Community Colleges; Educational Change; Educational Policy; *Enrollment Trends; Higher Education; *Student Educational Objectives; Two Year Colleges
IDENTIFIERS- *Reverse Transfer Students

This issue describes an enrollment pattern emerging in higher education--students who are matriculated at, or have graduated from, a four-year college who then transfer to a two-year school, a process labeled "reverse transfer." The following articles are included: (1) "What Do We Know about Reverse Transfer Students?" (Barbara K. Townsend and John T. Dever); (2) "Paradoxes: California's Experience with Reverse Transfer Students" (Linda Serra Hagedorn and Consuelo Rey Castro); (3) "Understanding and Recruiting the Reverse Transfer Student: A Presidential Perspective" (James L. Catanzaro); (4) "The Urban Postbaccalaureate Reverse Transfer Student: Giving New Meaning to the Term 'Second Chance'" (John W. Quinley and Melissa P. Quinley); (5) "Reverse Transfer Students in an Urban Postsecondary System in Oregon" (Susan K. Bach, Melissa A. Banks, David K. Blanchard, Mary K. Kinnick, Mary F. Ricks, and Juliette M. Stoering); (6) "Bachelor's Degree Students Attending Community Colleges: A Look at Postbaccalaureate Reverse Transfers in Missouri" (Terry L. Barnes and Laura M. Robinson); (7) "Postbaccalaureate Reverse Transfers in Maryland and Tennessee: Institutional Problems and Possibilities" (Barbara K. Townsend and Rivkah Y. Lambert); (8) "Institutional and Public Policy Implications of the Phenomenon of Reverse Transfer Students" (Daniel J. Phelan); and (9) "Sources and Information on the Scope and Impact of Reverse Transfers" (Christine M. LeBard). (EMH)

ED 431 440 JC 990 352

Workforce 21: A Strategic Plan for Developing Alabama's Workforce.
PUB DATE- 99
NOTE- 29p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Community Colleges; *Job Training; *Labor Force Development; Policy Formation; Program Evaluation; Secondary Education; State Action; State Boards of Education; State Programs; *Strategic Planning; *Technical Institutes; Two Year Colleges

Under the direction and leadership of the Alabama Department of Postsecondary Education and the Alabama Department of Education, Workforce 21 was created as a response to the lack of skilled workers necessary to fill high-skill, high-wage jobs of the 21st century. More than 600 Alabamians representing

ED 431 459 JC 990 381

Grubb, Norton W.
Learning and Earning in the Middle: The Economic Benefits of Sub-Baccalaureate Education.
PUB DATE- 99
NOTE- 123p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Associate Degrees; *Community Colleges; *Economic Impact; Employment; Employment Potential; *Outcomes of Education; *Salary Wage Differentials; School Effectiveness; Two Year Colleges

This report reviews the available evidence on the economic benefits of postsecondary education below the level of the baccalaureate degree, concentrating on the effects of community colleges. Several new national data sets have become available over the past decade, expanding the number and detail of results available. Effects of sub-baccalaureate attendance are presented in general, for special groups, by field of study, and by types of institutions. In addition, states have begun using Unemployment Insurance data to measure the employment and wage effects of their postsecondary programs. Results are presented for California, Washington, Florida, Texas, and North Carolina. While the state and local analyses available are still limited, the results are similar to those from national studies. In general, the results indicate substantial benefits for many kinds of postsecondary education, particularly when individuals complete programs, enroll in certain occupational areas, and find employment related to their fields of study. The benefits of small amounts of community college remain unclear. Many of the state results indicate that the benefits materialize within three years of leaving education, tough the long-run effects may be even greater. However, under certain conditions, economic benefits fail to materialize, clarifying the value of empirical work rather than ideology or hearsay in helping inform students, educators, and policy makers. Contains over 100 references. (JJL)

ED 431 460 JC 990 382

The First Twenty-Five Years: LaGuardia Community College CUNY. LaGuardia Works.
PUB DATE- 97
NOTE- 92p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Budgeting; College Students; Community Colleges; *Diversity (Faculty); *Diversity (Student); *Educational History; Facility Expansion; Faculty; *Long Range Planning; Outcomes of Education; *Social Change; Two Year Colleges
IDENTIFIERS- *City University of New York

This document chronicles the 25 year history of La Guardia Community College. Chapter 1, "A Sign of Its Times," describes the beginnings of La Guardia Community College, including the first buildings, departments, faculty, and staff members. At a time before the concepts of multiculturalism and diversity entered the mainstream, about one-third of the college's faculty were women and one-forth were people of color. Chapter Two, "Orientation," describes the first students and highlights

Colleges will become more entrepreneurial in the selection and presentation of programs. The report also offers implications for planning based on these observations. (JJL)

ED 431 479 JC 990 404

Mills, Lea Gabbert
Academic Divisions Connections to the Community: Essential for Effective Change.
PUB DATE- 99
NOTE- 7p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Citizenship Responsibility; *Community Involvement; Community Services; Higher Education; Institutional Cooperation; *Outreach Programs; Public Service; *School Community Relationship

This commentary focuses on the need to develop collaborative efforts between academic divisions and the community. While the role of the public school in the community has not changed, there is growing concern that the personal interactions between schools and the community have been lost, thereby dismissing students' need to understand their civic responsibilities. The article proposes practical steps for higher education institutions to follow in creating greater, more effective connections to the community. It is recommended that the first step for colleges is to identify programs that would benefit from broad-based community input in planning for the future. Then an advisory committee of community people should be developed in order to determine community needs, assist in course preparation, select students, provide technical and resource support, and assist in public relations. The article also presents examples of community outreach programs that involve community representatives in planning details, policy making, and advisory capacity. These might include coordinating gallery shows and music events, arranging for scholarships and endowments, training programs on legal concerns, placing students in public service agencies, and assisting on Main Street projects, to name a few. The paper claims that collaborative efforts by institutions of higher education with communities surrounding these institutions will renew and revitalize the key role education has played in the past and will help serve to establish new goals in the future. (JJL)

ED 431 480 JC 990 405

Campus Retention Programs at Indiana Public Institutions: Working Paper.
PUB DATE- 97
NOTE- 60p.; Prepared for the meeting of the Commission for Higher Education (May 8, 1997).
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Academic Persistence; *College Role; Community Colleges; Higher Education; Institutional Mission; *Outreach Programs; *School Holding Power; State Colleges; State Universities; *Student Attrition; Student Needs
IDENTIFIERS- *Indiana

This paper examines what public colleges are doing to improve the retention of students, and provides a synopsis of 12 examples of "best practices" in Indiana and 3 from other states. The younger students at all four of the community colleges. The report goes on to compare student success by using other demographic variables such as ethnicity, gender, and graduation status. (TGO)

ED 431 498 JC 990 433

Presentation of Guillermo Rodriguez, Jr., Chair, California Postsecondary Education Commission to the Citizens Commission on Higher Education, University of California at Berkeley, Bechtel Engineering Center (September 10, 1998).
PUB DATE- 98
NOTE- 8p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Access to Education; Accountability; Articulation (Education); *College Role; Community Colleges; *Educational Finance; *Educational Objectives; *Enrollment; Governance; Higher Education; *Long Range Planning; Paying for College; Student Financial Aid; Transfer Policy; Tuition

This presentation identifies six areas of common interest between the California Postsecondary Education Commission (CPEC) and the Citizens Commission on Higher Education: (1) California needs to plan more effectively for the anticipated enrollment growth, particularly at the community college level; (2) the State ought to create a long-term financing plan that stabilizes funding for higher education; (3) California should adopt a statewide student fee policy that students and their families can use in order to plan for college costs; (4) there are significant problems inherent in the governance structure of the California Community Colleges; (5) new strategies are needed to increase access and enhance educational opportunity for all students; and (6) more effective linkages are needed between higher education and public schools. Rodriguez goes on to comment on the following additional areas: (1) how enrollment projections will affect California public higher education; (2) "autopilot" budgeting, which ties policymakers' hands; (3) improving accountability by establishing statewide goals and assessment measures for education; (4) the lack of funding for physical plant needs; (5) using Cal Grant awards for students attending independent institutions; (6) making transfer and articulation a high statewide priority; and (7) the role of CPEC. (TGO)

ED 431 499 JC 990 434

Smith, Cindra
Local Trustee Education Programs in California Community Colleges. Results of a Survey.
PUB DATE- 98
NOTE- 8p.; Prepared in conjunction with the Advisory Committee on Education Services.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Community Colleges; Educational Policy; Educational Practices; Governing Boards; Guides; Mentors; *Professional Development; Surveys; Teaching Methods; *Trustees; Two Year Colleges
IDENTIFIERS- *California Community Colleges

This document reports the results of a survey conducted in the for completing the guide); (2) "Nutrition: The Food Guide Pyramid"; (3) "Feeding Young Children"; (4) "Understanding Nutrition Labels"; (5) "The Art and Science of Meal Planning"; (6) "Every Dime Counts! Wise Food Shopping"; (7) "Kitchen Management in Minutes"; and (8) "Food Safety for Kids." The guide's appendix includes a list of nutritional resources and discussions of various topics, such as whether sugar affects behavior, vegetarian diets, preparing foods to meet the dietary guidelines, and ways to recognize food spoilage. A meal planning worksheet and label information are also included. (LBT)

ED 431 517 PS 027 603

Assessing the Needs and Resources for North Carolina's Smart Start Population.
SPONS. AGENCY- North Carolina State Dept. of Health and Human Services, Raleigh.
PUB DATE- 99
NOTE- 819p.
LANGUAGE- English
EDRS Price- MF05/PC33 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Child Caregivers; *Child Health; Child Welfare; *Childhood Needs; Day Care; Day Care Centers; Demography; Developmental Disabilities; Economic Factors; *Family Financial Resources; Family Structure; Immunization Programs; Infants; Mortality Rate; Neonates; Poverty; *Preschool Children; Preschool Education; Public Support; Safety; State Programs; Statistical Data; Teacher Education; Toddlers; Well Being
IDENTIFIERS- *North Carolina; *Smart Start; Vaccination

This report is the inaugural edition of a triennial profile of the condition of North Carolina's youngest population (age birth through 5 years), the target population for the state's "Smart Start" program. Part 1 of the report details the needs of young children in the state by means of state and county-by-county data. Part 2 presents resources such as a history and description of the Smart Start program, a list of Smart Start Partnerships by year, and county resources. The final section defines and explains the data presented. The data are presented in three areas--early education, health, and economics and family structure--with key indicators in each. The indicators are: (1) child care arrangements; (2) enrollment of child care centers; (3) services for children with developmental disabilities; (4) publicly subsidized child care; (5) Head Start; (6) early education program accreditation; (7) child care provider training; (8) healthy birth and early childhood; (9) access to health care; (10) safety; (11) family income; (12) family poverty and assistance; (13) family structure; (14) general demographic data; (15) child care provider statistics; (16) family income distribution; (17) immunizations; (18) child deaths; and (19) leading causes of death for children over 1 year old. (LBT)

ED 431 518 PS 027 606

Podmore, Valerie N.; May, Helen; Mara, Diane
Evaluating Early Childhood Programmes Using the Strands and Goals of Te Whariki, the National Early Childhood Curriculum. Final Report on Phases One and Two to the Ministry of Education.
SPONS. AGENCY- Ministry of Education, Wellington (New Zealand).
PUB DATE- 98
NOTE- 183p.

take into account children's popular cultural interests when developing curriculum content, this study explored the potential of popular culture for motivating young children to engage in literacy and oracy practices. Participating were 94 three- and four-year-olds in two nurseries in inner city areas of a northern English city. The majority of families served by these programs were working class, and many lived in extremely difficult economic circumstances. Literacy activities related to the Teletubbies television program were introduced in these settings. Qualitative data were gathered using field notes, photographs, children's work, and interviews with staff. Data were analyzed for themes, patterns, and significant moments. As illustrated by one specific activity, children making tubby custard and writing their own Teletubby recipes, the findings suggested that incorporating the Teletubby popular cultural text into the curriculum provided motivation and excitement for many children, some of whom were not usually willing members of the "literacy club." (Contains 44 references.) (KB)

ED 431 539 PS 027 714

Petri, Cynthia J.; Winnail, Scott D.; Geiger, Brian F.; Artz, Lynn M.; Mason, J. W.
Evaluating a Hygiene Education Program for Child Care Workers.
SPONS. AGENCY- Association of Schools of Public Health, Washington, DC.; Centers for Disease Control and Prevention (DHHS/PHS), Atlanta, GA.
PUB DATE- 98
NOTE- 14p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Child Caregivers; *Child Health; *Hygiene; *Occupational Safety and Health; Pilot Projects; Preschool Education; *Program Effectiveness; Program Evaluation; Staff Development
IDENTIFIERS- *Handwashing

Children, parents, and child caregivers are vulnerable to several infectious diseases as a result of contact with child care centers. This pilot program, implemented in a rural county in a southeastern state, was designed to enhance knowledge and skills related to improved hygiene practices in a child care setting. The target audience for the training was caregivers and parents of children attending seven centers housed within public schools and churches in a rural, predominantly African American county. Participating were 22 staff and 8 parents. The training took approximately 1 hour and consisted of 4 components: (1) a videotape, "The ABCs of Clean," and discussion of hygiene practices; (2) a handout on preventing contact infections through hand washing, personal hygiene, and sanitizing eating utensils and surfaces; (3) presentation and discussion of the "Hooray for Hand Washing Teachers' Packet," including several educational materials; and (4) demonstration and practice teaching of handwashing. Evaluation data were obtained through a mail questionnaire and a follow-up survey. The findings indicated that participants responded positively to the training, with 92 percent saying that they would teach hand washing to their children. The follow-up survey revealed that the instructional resources were useful in daily lessons, participants were practicing proper hand washing with their children more often, and half of the participants had sent at least two of the flyers home to parents. Participants reported that children were washing their hands noticeably more often, at appropriate times, and for a longer length of time at each

Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Adult Education; Agribusiness; *Agricultural Education; *Agricultural Laborers; Agricultural Production; Business Communication; Communication Skills; Developed Nations; *Employer Employee Relationship; Employment Interviews; Employment Practices; *Farmers; Foreign Countries; Instructional Materials; *Job Applicants; Job Application; Job Training; Learning Activities; Motivation Techniques; Occupational Information; Personnel Policy; *Personnel Selection; Postsecondary Education; Resumes (Personal); Secondary Education; Vocational Education; Work Environment
IDENTIFIERS- *Australia (Victoria)

This publication contains the three communication skills units of the three levels of Support Materials for Agricultural Training (SMAT) in the area of farmers as employers: Level 1 (starting), 2 (continuing), and 3 (completing). The units are designed to help the learner improve his or her written and spoken communication and numeracy skills needed to deal with employment of agriculture workers. SMAT materials can be used by the individual, with a mentor, or in a group or class. An introduction describes how to use the materials, types of activities, and materials needed. Four types of activities are found in the communication unit: key word activities, reading activities, writing activities, and spoken communication activities. Model answers are provided. Topics covered in Level 1 are as follows: jobs on the farm, employment conditions, job descriptions, interviews, job advertisements, and job application letters. Topics covered in Level 2 include the following: person specifications, job advertisements, personal history forms, negotiations, tax, employment declaration forms, and employment surveys. Topics covered in Level 3 are as follows: job advertisements and applications, resumes, interviewing management staff, training and profitability, and motivating people. (YLB)

ED 431 085 CE 078 736

Batman, Kangan; Tully, Chris
Farmers as Employers. Numeracy. Level 1. Level 2. Level 3. Support Materials for Agricultural Training.
SPONS. AGENCY- Australian Dept. of Employment, Education, Training and Youth Affairs, Canberra.
PUB DATE- 98
NOTE- 115p.; For related documents, see CE 078 731-738. An initiative of the Victorian Farmers Federation and Primary Skills Victoria.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Adult Education; Agribusiness; *Agricultural Education; *Agricultural Laborers; Agricultural Production; Costs; Developed Nations; Employer Employee Relationship; Employment Practices; Farmers; Foreign Countries; Instructional Materials; Job Training; Learning Activities; Mathematics Skills; *Numeracy; Personnel Policy; Postsecondary Education; *Seasonal Employment; Secondary Education; *Taxes; Vocational Education; *Wages
IDENTIFIERS- *Australia (Victoria)

This publication contains the three numeracy units of the three levels of Support Materials for Agricultural Training (SMAT) in the area of farmers as employers: Level 1 (starting), 2 (continuing), and 3 (completing). The units are designed to help the learner improve his or her numeracy skills needed to year colleges from fall 1988 through spring 1992. When asked to compare work (paid or unpaid) and school, some students saw school and work as mutually reinforcing, whereas others did not. The question of the relative importance of school and work elicited a continuum of responses, ranging from the view that jobs are valuable only as a way to make money but school is more valuable to the view that jobs are more valuable than school. The intermediate position was that both school and work have value because they demand responsibility and develop various capacities. A number of students acknowledged that combining school and work requires careful management of time. Most students indicated that parents' education is not the only factor influencing students' decision to attend college. Students' own opinions of the relative value of school and work are also important. (Contains 17 references.) (MN)

ED 431 103   CE 078 768

Swindell, Richard; Vassella, Ken
Older Learners Online. An Evaluation of Internet Courses for Isolated Older Persons.
SPONS. AGENCY- Australian Dept. of Employment, Education, Training and Youth Affairs, Canberra.
PUB DATE- 99
NOTE- 103p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Adult Education; *Computer Uses in Education; *Distance Education; Educational Benefits; Foreign Countries; *Internet; *Older Adults; Pilot Projects; Program Effectiveness; Questionnaires; *Social Isolation; Student Attitudes; Teacher Attitudes
IDENTIFIERS- *Australia; Universities of the Third Age

Two pilot Internet courses for isolated older adults were developed by the University of the Third Age of the Australian Capital Territory (U3A ACT) in Canberra, Australia, and were offered to 29 older adults selected from a pool of 64 initial registrants from across Australia. Student and tutor input regarding the courses was collected from the following sources: precourse and postcourse questionnaires; telephone interviews during weeks 4 and 5 of the 8-week course; and telephone interviews and written reports from tutors, course and site designers, and administrators. Overwhelmingly, course participants and those involved in developing and delivering the courses believed that the courses provided meaningful experiences for the isolated older Australians enrolled in them, and they called for considerable expansion of the program. (Twenty-six figures are included. Appendixes constituting approximately 60% of this document contain the following: tabulated data; project coordinator's report; respondents' comments about their preferred communication method; advantages and disadvantages of Internet study; problems encountered; ways of improving the U3A ACT courses and Internet study process; comments from the phone survey; comments from two tutors; external review of the courses; University of Canberra reports; Internet course development guidelines and time line; and precourse and follow-up questionnaires.) (MN)

ED 431 104   CE 078 770

Proceedings of the International Conference on New Trends of

PUB DATE- 98
NOTE- 13p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- Education Work Relationship; Educational Assessment; *Employment; *Enrollment; Foreign Countries; Graduate Surveys; *Job Training; National Surveys; *Outcomes of Education; Postsecondary Education; Program Effectiveness; Unemployment; *Vocational Education
IDENTIFIERS- *Australia; *TAFE (Australia)

This publication summarizes information gained through the 1998 national survey of the Australian Training and Further Education (TAFE) system gathered through a questionnaire sent to almost 121,000 graduates, with a response from 66,500 graduates. Information is provided about TAFE students who completed their courses during 1997 and graduated with a qualification from a course of at least 200 hours or 1 semester, for both the country as a whole and for the eight states and territories. The national survey gathered information on the employment situation of TAFE graduates as of May 29, 1998; their reasons for undertaking the course; relevance of the training to their employment; satisfaction; and further study intentions. Highlights for 1998 include the following: (1) 73 percent of graduates were employed after their course, compared to 58 percent of the Australian working-age population; (2) 46 percent of graduates who were unemployed before their course found work after completing their course; (3) 79 percent of graduates who undertook the course for job-related reasons believed their course to be highly relevant or of some relevance to their current employment; (4) 68 percent of graduates rated the overall quality of their TAFE course as eight or more on a 10-point scale ranging from "extremely poor" to "excellent"; (5) 24 percent of graduates started their TAFE course within 12 months of leaving school; and (6) 49 percent of graduates had a postsecondary school qualification before starting their course. (KC)

ED 431 123 CE 078 801

Gibb, Jennifer; Phan, Oanh
Australian Vocational Education & Training. Indigenous Students 1996: An Overview.
SPONS. AGENCY- Australian National Training Authority, Brisbane.
PUB DATE- 98
NOTE- 21p.; For other documents in this series, see CE 078 802-803.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- *Academic Achievement; *Academic Persistence; *Enrollment; Foreign Countries; *Indigenous Populations; Job Training; Postsecondary Education; Secondary Education; Tables (Data); *Vocational Education
IDENTIFIERS- *Australia (Torres Strait)

This publication, drawn from the national collection of vocational education and training (VET) data in Australia, summarizes data that relate to the 32,315 VET students who identified themselves as indigenous (being of Aboriginal or Torres Strait Islander origin) in 1996. The publication's six sections are as follows: 1996 highlights; diversity of the Australian VET system; indigenous students; courses taken by

Program Implementation; Recordkeeping; School Activities; Secondary Education; *Student Participation; Teamwork; Time Management
IDENTIFIERS- *School Based Enterprises

Intended for educators who work with or plan to establish a school-based enterprise (SBE) in their school, this guide provides tools and strategies to establish and operate an SBE that provides a context for students to learn a range of academic and career-oriented skills. Section 1 suggests steps educators can take to help their enterprise--an SBE integrated with the school's curriculum--succeed within the school setting. Section 2 describes ways to incorporate planning into setting up an SBE. This business planning process guides students and teachers through the research and investigation needed to create a viable business that meets a need in the school or surrounding community. At the end of the section are nine "tools," activities and forms teachers may wish to use to accomplish the steps to help them get the SBE off to a good start. Each tool consists of some or all of these components: purpose, materials, time required, procedure, reflection, bridges, teacher forms/materials, and handouts. Section 3 provides strategies teachers and administrators can use to augment the learning students derive from an SBE once it is up and running. These strategies are also designed to have a positive effect on the enterprise's profitability, which in turn determines the SBE's ability to generate revenue for social benefits. At the end of the section are tools useful in accomplishing the five strategies. Contains 12 references and an appendix on business and management competencies (student records). (YLB)

ED 431 140 CG 029 180

Berg, Robert C.; Landreth, Garry L.; Fall, Kevin A.
Group Counseling: Concepts and Procedures. Third Edition.
PUB DATE- 98
NOTE- 471p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Adolescents; Children; *Counseling Techniques; Counselor Training; Counselors; Ethics; Family Counseling; Graduate Students; *Group Counseling; Higher Education; Leadership; Theories
IDENTIFIERS- Group Leaders

This third edition is designed to be used as a primary source for traditional courses in group counseling. Providing a thorough discussion of the rationale for using group counseling, this book examines the differing approaches of each author to group counseling, outlines practical suggestions on the skills needed for effective facilitation of groups, and gives guidelines for forming a group and solutions to common problems experienced among groups. The following is provided: a detailed chronology of important dates and events in the area of group work; coverage of major theoretical approaches to group counseling; an examination of ethical issues in counseling; a comprehensive group protocol that offers an inside look into the statement-by-statement interaction of the group; and an updated child and adolescent section with an in-depth look at filial therapy. Chapter 10, "Group Counseling with Children and Adolescents," is of particular interest to school psychologists and counselors. Appendixes are: "A Primer of Group Counseling Terminology"; "Association for Specialists in Group Work:

PUB TYPE- Information Analyses/State-of-the-art Materials (070),Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Behavioral Objectives; *Codes of Ethics; Counseling; Counseling Psychology; *Counselor Training; Higher Education; Professional Development; Teacher Student Relationship

IDENTIFIERS- Diversity (Groups); *Respect

This paper presents the concept of 'respect' as a critical component in maintaining effective working alliances among members of counseling and counseling psychology training environments. Current literature describes effective professional relationships with respect to dual relationships, faculty ethical behavior toward students, and professionals' ethical behavior toward clients. Literature addressing respectful behaviors between faculty, of students toward faculty, and between students is not present in current counseling and counseling psychology literature. Three case studies are described that highlight the potential difficulties encountered when a training program fails to address the issue of respectful behaviors at all levels. Recommendations for training programs that will effectively encourage respectful behaviors include: developing a consensus on what constitutes respectful behavior between professionals and trainees; devising specific respectful behavioral guidelines for students and faculty alike; and devising outlines that clearly delineate the behaviors expected of students toward faculty, faculty toward each other, and students toward their peers. The "Michigan State University Counseling Psychology Program Position Statement on Diversity and Professional Conduct" is offered as a model plan which proposes that training programs can effectively encourage respectful behaviors at all levels by discussing, drafting, implementing, and enforcing similar plans. (Contains 16 references.) (GCP)

ED 431 159 CG 029 305

Steward, Robbie J.; Conner, John; Conner, Nicole; Neil, Doug; Rampersad, Dara; Fischer, Angie; Gaertner, Amy; Inkala, Laurel; Tsai, Cindy

University Students' Engagement in At Risk Behaviors: A Study of Past Parenting and Current Personality.

PUB DATE- 99

NOTE- 32p.; Poster session presented at the Great Lakes Regional Counseling Psychology Conference (Columbus, OH, April 22-23, 1999).

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Behavior Problems; *Behavior Theories; Child Development; College Students; *Counseling Psychology; Drinking; Drug Use; Elementary Education; Family Relationship; High Schools; Higher Education; Parenting Skills; *Personality Development; Smoking; Substance Abuse; White Students

IDENTIFIERS- *Risk Taking Behavior

The initial intent for this study was to tease out the sources of the most critical contributor to individuals' engagement in dangerous behaviors and to add to the literature addressing these at-risk behaviors by attending to the limitations of the current body of literature. White university students (N=60) completed three measures for the study: the Developmental Survey of Risk Taking Behavior, the Parental Acceptance-Rejection Questionnaire (PARQ) and the Personality Assessment

EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Case Studies; Elementary Secondary Education; Foreign Countries; *Reading Ability; *Reading Achievement; Reading Diagnosis; Reading Skills; Reading Tests; Scoring; Standardized Tests; Test Manuals; Testing
IDENTIFIERS- Australia; *Neale Analysis of Reading Ability

Following the style of the 1958 original, this third edition of the Neale Analysis of Reading Ability is both a standardized attainment test and a diagnostic test for readers of all ages and thus can be used to assess reading progress objectively as well as to obtain structured diagnostic observations of an individual's reading behavior. It contains information concerning the development, description, administration, and scoring of the test, tables of norms, guidance for interpreting the test data, and research studies illustrating how the Neale Analysis has been used. Main changes in the third edition include revised and enhanced format and design to enhance legibility; new parallel passages; redesigned individual records; a new chapter presenting case studies illustrating the application of results; and word lists for "quick" assessment of accuracy or word recognition skills. Chapters in the book are: (1) Introduction; (2) Introducing the 3rd Edition of the Neale Analysis of Reading Ability; (3) Guidelines for Administering the Neale Analysis; (4) Scoring the Neale Analysis; (5) Interpreting and Using Standardised Scores; (6) The Diagnostic Tutor; (7) Supplementary Diagnostic Tests; (8) Beyond Testing: Case Studies using the Neale; and (9) Development of the 3rd Edition of the Neale. Contains 134 references, 17 figures and 14 tables of data; appendixes contain an 116-item glossary, a list of participating schools, and 4 separate individual scoring sheets. (RS)

ED 431 179 CS 013 611

Neale, Marie D.
Neale Analysis of Reading Ability: Reader. Third Edition.
PUB DATE- 99
NOTE- 83p.; For the related manual, see CS 013 610.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Elementary Secondary Education; Foreign Countries; *Reading Ability; *Reading Achievement; Reading Diagnosis; Reading Skills; Reading Tests; Standardized Tests; Testing
IDENTIFIERS- Australia; *Neale Analysis of Reading Ability

Following the style of the 1958 original, this third edition of the Neale Analysis of Reading Ability is both a standardized attainment test and a diagnostic test and thus can be used to assess reading progress objectively as well as to obtain structured diagnostic observations of an individual's reading behavior. This Reader contains narratives constructed to present six levels of increasingly difficult vocabulary and complex grammar. Two sets of passages are provided to enable retesting with materials of similar complexity and difficulty. Also included are two sets of parallel passages (Diagnostic Tutor Forms A and B) at similar levels of difficulty to enable an examiner to study informally particular aspects of reading behavior without the constraints of formal testing. Six

NOTE- 12p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (50th, Atlanta, GA, March 24-27, 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Classroom Techniques; Feminism; Higher Education; Instructional Innovation; *Persuasive Discourse; *Student Empowerment; *Writing Instruction; Writing Strategies
IDENTIFIERS- *Alternative Conceptions; Argumentation Theory; Gender Issues; *Rhetorical Strategies

Students, either male or female, can be silenced by the adversarial discourse that often characterizes argumentative situations. Alternatives proposed by feminist rhetoricians should apply to any voice silenced in the classroom. Rhetoricians concerned with empowering writers of argument have illustrated three alternatives that enable writers to advance to views of argument rich with narrative essence, coalescence, and dialogue. The first alternative examines using personal narrative style as a style of "argument" that grants silenced students confidence and voice in the composition classroom. Another alternative explored involves seeing argument as a search for coalescence, common ground, and cooperation. Its name varies among theorists, but the characteristics are the same: to find a forum where people hear each other, work together, and strive toward agreement rather than barricade themselves behind clear-cut, black-or-white, non-negotiable positions. The final alternative to traditional argument is generally characterized as being more dialogic or deliberative than the other two alternatives main concern is to explore an issue by engaging in a process of inquiry regarding the issue or subject, allowing for many voices to coexist at once in a dialogue. The best alternative is simply any "form which legitimates the expression of difference differently." Contains 14 references. (NKA)

ED 431 202 CS 510 091

Lerstrom, Alan C.
Reviewing the Core Curriculum through the Journals.
PUB DATE- 99
NOTE- 8p.; Paper presented at the Joint Meeting of the Central States Communication Association and the Southern States Communication Association (St. Louis, MO, April 7-11, 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Core Curriculum; Higher Education; *Majors (Students); *Mass Media; *Scholarly Journals; Small Colleges; *Speech Communication; *Undergraduate Study
IDENTIFIERS- Faculty Attitudes; Hope College MI

In the summer of 1985, faculty at a number of small colleges met at Hope College (Michigan) to attempt to decide if there is an essential curriculum that all undergraduate communication majors should encounter, and if there is, what concepts or courses should be included. Participants at the conference selected a course approach, which resulted in specifying five courses: interpersonal communication, small group communication; public speaking; understanding mass media; and a likely to be encouraged to exit at a earlier age, are more likely to pursue weaker educational programs, and are more likely to attend less prestigious schools. Also, private schools typically have stronger cultural bonds than public schools since the former are generally smaller, choice-based, and more stable. Both schools could also improve their inspiration ideology, particularly public schools where teachers are hesitant to teach about values and beliefs, mostly because they have not been trained in these areas. Likewise, religious schools could learn from public schools the importance of trained leadership and professional support for administrators in school governance. Contains 21 references. (RJM)

ED 431 222 EA 029 868

Woodrum, Arlie
Journey without Maps: Diverse Cultural Values and Leadership in School Communities.
PUB DATE- 99
NOTE- 46p.; Paper presented at the Annual Meeting of the American Educational Research Association (Montreal, Quebec, Canada, April 19-23, 1999).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Cultural Influences; Culture Conflict; Educational Environment; Elementary Education; Hispanic Americans; *Instructional Leadership; Parent Attitudes; Principals; Puerto Ricans; School Community Relationship; Teacher Attitudes
IDENTIFIERS- Latinas

This paper draws upon a larger study that examined the experiences of a newly appointed Latina principal, the faculty members of her school, and the constituent school community in an attempt to understand how differing cultural values shape stakeholders' perceptions of their school and its leader. It also explores how these same values influence individual and group actions. To gather data for the study, all the teachers and the principal were interviewed four times. Fifteen families, whose children attended the school, were also interviewed. The researcher volunteered to teach classes so that she could better grasp the school's culture. The report provides a careful outline of the principal's arrival and the challenges that she faced in trying to save an urban elementary school with declining enrollment and an entrenched teaching staff. It describes how the principal was able to keep the school from closing by forming alliances with businesses and professionals, but, in the process, alienated much of the school community in doing so. The report describes what successful leadership means to different groups. It concludes that extant leadership models fail to capture the complexity of interactions in a single system, and it is essential to understand the system as a whole. (Contains 54 references.) (RJM)

ED 431 223 EA 029 869

Hannay, Lynne M.; Ross, John A.
Self-Renewing Secondary Schools: The Relationship between Structural and Cultural Change.
SPONS. AGENCY- Ontario Ministry of Education and Training, Toronto.; Canadian Social Science and Humanities Research Council, Ottawa (Ontario).

team-building activities. (RJM)

ED 431 240 EA 029 891

Rooker, Gary R.; Henley, Marilynn D.
School Councils: An Information Guide for Arizona Schools.
PUB DATE- 97
NOTE- 64p.; Illustrations may not reproduce clearly.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Decentralization; Elementary Secondary Education; *Governance; *Participative Decision Making; *School Based Management; School District Autonomy; School Organization
IDENTIFIERS- *Arizona; *School Councils

This manual is intended as a resource guide for school councils in Arizona. The state created school site-based councils to bring together parents, the community, administrators, teachers, and students to form a decision-making body that can empower all stakeholders. The guide details the process of school councils as it relates to Arizona legislation, and serves as a flexible resource to assist school-council members in identifying and adopting necessary training. The booklet provides tools to help district/school administrators and board members initiate or implement school-based teams. It introduces a format for training that includes essential elements for school-council operation, such as team building, conflict management, the change process, and needs assessments. The text also provides examples of functioning school councils and offers ideas for additional resources/services. It presents the steps for organizing councils as it focuses on the district's role, the changing roles of education personnel, school council membership, and council evaluation, showing how school-council leadership can improve the school. Finally, the text outlines the steps necessary for achieving consensus: creating a shared vision, assessing needs, setting goals, developing and implementing action plans, and making site-based management work. (RJM)

ED 431 241 EA 029 892

Smoley, Eugene R., Jr.
Effective School Boards: Strategies for Improving Board Performance. The Jossey-Bass Education Series.
PUB DATE- 99
NOTE- 141p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Board of Education Policy; *Boards of Education; Elementary Secondary Education; *Instructional Leadership; *Leadership Training; School Effectiveness; Superintendents

This book provides guidance for school-board members who wish to enhance their effectiveness. It is structured around two central questions: What does an effective school board look like? and How can a board, with the support of its superintendent and community, become more effective? Part 1 describes the issues facing school boards and the major reasons

NOTE- 10p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Academic Standards; *Disabilities; Educational Legislation; Elementary Secondary Education; Eligibility; Federal Legislation; Policy Formation; *School Policy; *Standardized Tests; State Programs; *State Standards; *Student Evaluation; Student Participation
IDENTIFIERS- Alternative Assessment; Individuals with Disabilities Educ Act Amend 1997; *Testing Accommodations (Disabilities)

This paper discusses the new Individuals with Disabilities Education Act 1997 amendments that require states or local education agencies to develop guidelines for participation in alternate assessments for those children with disabilities who cannot participate in state and district-wide assessment programs. The policies and guidelines of 12 states were reviewed to ascertain criteria being used for participation in the alternate assessments. Results found that: (1) individual decisions are made for each student by Individualized Education Program (IEP) teams with documentation of why the student cannot participate in the general assessment and how that student is to be assessed in an alternate assessment; (2) decisions should be carefully considered by analyzing extensive supportive data collected over a period of time; (3) a student for whom the alternate assessment is appropriate is generally a student for whom the standard assessment would be inappropriate because the student is not engaged with the general curriculum; (4) states are attempting to make the concept of cognitive disability operational by emphasizing the inability to transfer skills; and (5) a determination of whether or not a particular student will participate in an alternate assessment is not based primarily on categorical labels. (CR)

ED 431 260 EC 307 239

Olsen, Ken
What Principles Are Driving Development of State Alternate Assessments?
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- 98
NOTE- 13p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Academic Standards; *Disabilities; Educational Legislation; Elementary Secondary Education; Eligibility; Federal Legislation; Policy Formation; *School Policy; *Standardized Tests; State Programs; *State Standards; *Student Evaluation; Student Participation
IDENTIFIERS- Alternative Assessment; Individuals with Disabilities Educ Act Amend 1997; *Testing Accommodations (Disabilities)

This paper discusses the new Individuals with Disabilities Education Act 1997 amendments that require states to develop guidelines for the participation of children with disabilities in alternate assessments who cannot participate in state and district-wide assessment programs. It describes and analyzes the efforts of 7 early starting states to define what they variously call assumptions, premises, rationale, beliefs, values, principles, parameters, or philosophies for alternate assessment. The foundations for the Kentucky, Maryland, and provided itinerant services of communication specialists (speech pathologists and itinerant teachers) to more than 1,100 students with language disorders. Individual sections of the report discuss: the need for school-based communication services, the service delivery model used in the program (eligibility standards, assessment, the team approach, and the trend towards a consultative and collaborative model), the special issues and challenges of working with adolescents who have language disorders, and future directions including removal of the word "Disorder" from the program's original title. Contains 54 references. (DB)

ED 431 279 EC 307 261

Research Exchange. Quarterly Newsletter of the National Center for the Dissemination of Disability Research (NCDDR).
SPONS. AGENCY- National Inst. on Disability and Rehabilitation Research (ED/OSERS), Washington, DC.
PUB DATE- 98
NOTE- 149p.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- Accessibility (for Disabled); *Disabilities; Evaluation Methods; Federal Programs; Grants; *Information Dissemination; *Research and Development; Self Evaluation (Groups); *Theory Practice Relationship
IDENTIFIERS- *National Center for the Dissem of Disabil Research; National Institute on Disability Rehab Research

These twelve issues (3 years) of the newsletter of the National Center for the Dissemination of Disability Research (NCDDR) present articles summarizing outcomes of National Institute on Disability and Rehabilitation Research (NIDRR) research projects. Articles from Volume 1 include: "What Are the True Outcomes of Research"; "Self Assessment Fosters Dissemination"; "User-Friendly Materials Facilitate Communication"; "Technical Assistance and Training Available for Grantees"; "Strategies for Underserved Groups"; "Availability versus Accessibility"; "Alternate Formats and Accessibility"; "Do You Have a Dissemination Policy?"; "Choosing a Primary Format"; "NCDDR World Wide Web Site"; "Dissemination Patterns of NIDRR Grantees"; "Dissemination Indicators"; "Characteristics of Current NIDRR Grantees: Initial Findings"; "NIDRR Grantees Receive Recognition"; "Literature Review on Dissemination and Utilization of Research Results"; "Literature Can Advise Practice"; and "Guides to Improving Practice." Articles from Volume 2 include: "Accessible Information on the World Wide Web"; "The Internet"; "General Guidelines for Improving Accessibility of World Wide Web Pages"; "Accessibility Design Considerations and Examples"; "Annotated WWW Resource List"; "Dissemination Evaluation Strategies and Options"; "You Can Evaluate Your Dissemination Efforts"; "Dissemination Self-Inventory"; "Thinking about Your WWW Site: Can It be Evaluated?"; "Model Spinal Cord Injury System WWW Gateway"; "Gateways to NIDRR's Disability Research"; "Assessing the Communication Power of Your WWW Site"; NIDRR Grantees and Staff Receive Recognition"; "How Do Consumers Get Information They Can Use?"; and "Is Disability Research Useful?" Articles from Volume 3 include: "Common Characteristics of NIDRR Grantees' Websites"; "How Do You Measure Success?"; "Trends in Dissemination Patterns of NIDRR Grantees"; "How Do Stakeholders Find and Disseminate Information?"; "Surveying for Dissemination Characteristics"; "NIDRR Grantees and Staff Receive Recognition"; "Who Needs Web Site Accessibility?";

new and existing school accommodations. This document illustrates typical design examples and suggests an approach which individual schools can use to assess their own design and technology accommodation requirements. Section 1 gives a guide to the number, type, and size of teaching spaces that are likely to be required, and describes the range of non-teaching support spaces, outlining key points to consider when planning the overall suite of spaces. Section 2 goes into more detail about the size and planning of individual spaces and includes furnished layouts of typical specialist rooms. Section 3 provides detailed information on both teaching and non-teaching support spaces. Section 4 offers advice on the most typical furniture used in design and technology spaces. Section 5 describes typical workshop equipment and guidance on their accommodation needs. Section 6 outlines key points about servicing design and technology spaces and provides references to more detailed information. Section 7 includes case studies involving design exercises and actual building projects illustrating new and adapted accommodation for design and technology. Section 8 includes general cost advice on buildings, furniture, and equipment and gives general cost breakdown of two school adaptations. Appendices include guidance on the distances normally allowed around workbenches and machines, the main points of the Health and Safety law, a check list, and a glossary. (Contains 40 references.) (GR)

ED 431 298 EF 005 392

Designing for Pupils with Special Educational Needs: Special Schools. Building Bulletin 77.
PUB DATE- 92
NOTE- 101p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Classroom Design; *Educational Facilities Design; Educational Facilities Planning; Elementary Secondary Education; Foreign Countries; Guidelines; *Interior Design; *Special Schools
IDENTIFIERS- England

The legal requirement that special needs students have access to a balanced and broadly based curriculum carries implications for accommodation in special schools. This document offers advice and guidance on the provision of accommodation which takes account of the special educational needs of the pupils, and also explains those factors relating to premises which are taken into consideration by the Secretary of State when approving the arrangements. It is intended for those involved in preparation of the briefs and designs for new buildings; and for reorganizing, adapting, and extending existing special and ordinary school buildings for pupils with special educational needs. Chapters examine general as well as special requirements for schools catering to particular special needs groups, as well as other accommodations such as medical facilities, technicians' rooms, staff accommodation, and parents' facilities. Also examined are general considerations involving school location, environmental services, communication and electrical systems, and safety. Finally, area requirements are detailed for teaching spaces and teaching area tables based on those observed to meet curricular and other requirements in practice. A glossary is provided. (Contains 20 references.) (GR) of instructional materials to enhance the communicative competence of students of English as a Second Language in China. The text of the presentation addresses, in question-and-answer form, seven issues: (1) the varied teaching techniques of teachers in different cultural contexts (in this case, Hungary and Japan); (2) why English should be taught for communication; (3) the nature of communication within and across cultures; (4) the primary goal in teaching students to communicate in English; (5) how teachers can emphasize certain skills to facilitate communication; (6) the kinds of materials useful in teaching communication in English; and (7) how non-native ESL teachers can design communicative language lessons. A lesson is then presented that has workshop participants act as ESL beginners. Materials and classroom procedures are suggested for a lesson on a visit to New York City and a reading lesson. A lesson plan for a workshop activity involving the participants as teachers is also included. Contains 14 references. (MSE)

ED 431 320 FL 025 868

Huang, Xiaozhao
Gender Difference in Use of Nonstandard Linguistic Variables between Male and Female African-American Adolescents and Adults in America's "Middletown."
PUB DATE- 99
NOTE- 20p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adolescents; Adults; *Age Differences; *Black Dialects; Comparative Analysis; Demography; Geographic Location; *Language Patterns; Language Usage; *Occupations; *Sex Differences
IDENTIFIERS- *African Americans; Indiana (Muncie)

A study analyzed the use of six nonstandard linguistic variables by eight adolescent and eight adult African-American Vernacular English (AAVE), each group equally divided into males and females, from Muncie, Indiana. The study was designed to investigate whether occupation, a social variable, also determines AAVE speakers' use of nonstandard linguistic features, and whether AAVE adolescents behave differently. Results do not indicate a significant difference between AAVE male and female adults in use of these nonstandard linguistic variables, which does not strongly support the findings of precious research that men tend to use nonstandard variables more frequently because men are recognized socially by their occupation instead of their speech. AAVE adolescents, not having occupation as a social variable, do not show significant difference either, except for one variable, conforming to linguistic behavior of their adult counterparts. Findings suggest that the social variable, occupation, does not play a significant role in this population. Contains 31 references. (Author/MSE)

ED 431 321 FL 025 869

Tellier-Robinson, Dora
The Experiences of Portuguese-Speaking Families with Special-Needs Children as Related by the Mothers: An Ethnographic Interview Study.
PUB DATE- 99
NOTE- 18p.; Paper presented at the Annual Meeting of the National Association for Bilingual Education (28th, Denver, CO, January

chapter 9 the pioneers identify and assess the outcomes of their work and note the challenges and supports they encountered. Chapter 10 offers recommendations for those concerned with current and future service-learning policies and practice. Appendices provide a list of service-learning practice opportunities and an historical service learning time line, prepared by Robert Sigmon. (Contains 92 references.) (DB)

ED 431 342 HE 032 039

National Postsecondary Student Aid Study: 1995-96. Public Use Data File. CD-ROM .
PUB DATE- 98
NOTE- 0p.; See ED 391 456 for the previous edition.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- eng-Soon Soo); "Classroom Practice: Enhancing and Extending Learning Styles,Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- College Faculty; College Graduates; College Students; Computer Software; Data Analysis; Degrees (Academic); Federal Aid; Followup Studies; Graduate Study; Graduate Surveys; Higher Education; *Longitudinal Studies; *National Surveys; Student Financial Aid
IDENTIFIERS- *National Postsecondary Student Aid Study

This CD-ROM presents datasets from the National Postsecondary Student Aid Study, the National Study of Postsecondary Faculty, the High School and Beyond Survey (1980-1992), the Beginning Postsecondary Students "Second Follow-up," the Baccalaureate and Beyond Survey, the National Longitudinal Survey of 1972, the National Education Longitudinal Study of 1988, and the National Household Education Survey. The disk is the latest version of the Data Analysis System for Windows 95, a software application that allows the user to easily produce tables and correlations from the databases. Datasets include the following: 1996 undergraduate students; 1996 graduate and first-professional students; 1993 undergraduate students; 1993 graduate and first-professional students; 1990 undergraduate students; 1990 graduate and first-professional students; 1987 undergraduates; 1987 graduate and first-professional students; 1994 Baccalaureate and Beyond data; 1994 Beginning Postsecondary Students Second Follow-Up; High School and Beyond: Sophomores, 1980-92; High School and Beyond: Seniors, 1980-86; National Education Longitudinal Study (1988 and 1994); National Longitudinal Study of the High School Class of 1972; National Household Education Survey of 1995 Adult Education; 1993 National Study of Postsecondary Faculty; 1987 National Survey of Postsecondary Faculty; and Federal Aid Recipients (1995-96). (DB)

ED 431 343 HE 032 106

Chambers, Jack A., Ed.
Selected Papers from the International Conference on College Teaching and Learning (10th, Jacksonville, Florida, April 1999).
PUB DATE- 99
NOTE- 186p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - General (020)
DESCRIPTORS- *College Instruction; Computer Uses in Education; *Educational Technology; Foreign Countries; Higher Education; Portfolio Assessment; Simulation; World Wide Web

These 20 papers were selected from those presented at the 10th

(Geoffrey W. Beeson); (15) "The Skills of Graduates: A Small Enterprise Perspective" (Mantz Yorke); (16) "Conceptualizing Competence and Reflective Practice: A Feminist Perspective" (Mary Issitt); (17) "Beyond Competencies: Lessons from Management Learning" (Ian Cunningham); (18) "Professional Competence: Harmonizing Reflective Practitioner and Competence-Based Approaches" (Graham Cheetham and Geoff Chivers); and (19) "The Challenge of Developing the Capable Practitioner" (Stan Lester). (Individual papers contain references.) (DB)

ED 431 362 HE 032 127

Palmer, Stuart
The Universities Today. Scholarship, Self-Interest, and Politics for Concerned Citizens, Students, Parents, Alumni, Officials, Educational Administrators, Academicians.
PUB DATE- 98
NOTE- 200p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010)
DESCRIPTORS- College Administration; College Faculty; *College Role; College Students; *Educational Philosophy; *Educational Trends; Higher Education; Institutional Mission; Role of Education; Sociocultural Patterns; Trend Analysis

This book examines issues facing higher education today, especially the need to reverse the frequently adversarial relationship between the academy and the larger society. Chapter 1 addresses common criticisms of the university. Chapter 2 considers issues of freedom and order, the role of trustees, alumni, and university administration and organization. Chapter 3 is about faculty work, including the professorial role, tenure and promotion, faculty compensation, teaching, research, and accountability. Chapter 4 discusses the dilemma of faculty politics, including such issues as female/minority faculty, free speech, racism, and multicultural education. Chapter 5 considers the politics of violence and harassment, and analyzes several specific cases. Chapter 6 discusses student-related issues, including gender differences in learning, choosing an undergraduate college, grade inflation, athletics, graduation, and some student-related university dilemmas. Student learning and politics, including such issues as cheating, drinking, and homosexuality, are the focus of chapter 7. Chapter 8 offers several profiles of faculty members, and chapter 9 offers suggestions for change, such as more rigorous requirements for faculty tenure, simplifying organizational structure, fewer and better programs, year-round operation, and rejection of the corrosive politics of self-interest and incivility. (Individual chapters contain references.) (DB)

ED 431 363 HE 032 128

Adelman, Clifford
Answers in the Tool Box. Academic Intensity, Attendance Patterns, and Bachelor's Degree Attainment.
PUB DATE- 99
NOTE- 141p.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- Academic Achievement; *Academic Persistence; *Bachelors Degrees; College Admission; College Outcomes

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Ancillary School Services; *Educational Practices; *Educational Principles; Higher Education; Student Development; *Student Personnel Services; Theory Practice Relationship

This book, based on the conclusions of a study of practices in college student affairs, presents nine papers which identify the best practices in student affairs, review research used to define the best practices, and give examples of how to use these practices in the field. The book is based on a 1996 meeting of an interdisciplinary study group which identified seven principles of good practices. The papers are: (1) "Identifying the Principles That Guide Student Affairs Practice" (Gregory S. Blimling and Elizabeth J. Whitt); (2) "Engaging Students in Active Learning" (Marcia B. Baxter Magolda); (3) "Helping Students Develop Coherent Values and Ethical Standards" (Jon C. Dalton); (4) "Setting the Bar High to Promote Student Learning" (George D. Kuh); (5) "Using Systematic Inquiry to Improve Performance" (Ernest T. Pascarella and Elizabeth J. Whitt); (6) "Using Resources To Achieve Institutional Missions and Goals" (Linda Reisser and Larry D. Roper); (7) "Forging Educational Partnerships that Advance Student Learning" (Charles C. Schroeder); (8) "Creating Inclusive Communities" (Johnetta Cross Brazzell and Linda Reisser); and (9) "Using Principles To Improve Practice" (Gregory S. Blimling and Elizabeth J. Whitt). An appendix lists and briefly explains the seven principles. (Contains approximately 300 references.) (DB)

ED 431 382 HE 032 171

Lagemann, Ellen Condliffe
Private Power for the Public Good. A History of the Carnegie Foundation for the Advancement of Teaching. Revised.
PUB DATE- 99
NOTE- 246p.; Originally published in 1983, this book has a foreword, copyright 1999, by Lee S. Shulman, president of the Carnegie Foundation for the Advancement of Teaching.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010)
DESCRIPTORS- *Educational History; Higher Education; Nonprofit Organizations; *Organizational Development; *Philanthropic Foundations; Private Financial Support
IDENTIFIERS- *Carnegie Foundation for Advancement of Teaching

This book traces the history of the Carnegie Foundation for the Advancement of Teaching from its founding in 1906 through 1979. A 1999 foreword by the current president of the Foundation notes the influence of the book and briefly updates the foundation's history. The foreword reiterates the book's judgment that the foundation's policies typically have supported the value of efficiency and the privileges of professional expertise over representative democracy, of standardization over local variation, of policy over practice, and of private over public concerns. Individual chapters have the following titles: (1) "Andrew Carnegie and the Gospel of Wealth"; (2) "Henry Smith Pritchett and the Gospel of Efficiency"; (3) "Founding the Foundation"; (4) "Surveying the Professions"; (5) "Systematizing Educational Measurements"; (6) "Renewing the Foundation"; (7) "Corporate vs. State Responsibility: Henry Pritchett and 'The Social Philosophy of Pensions'"; and (8) "Central vs. Local Control: The Carnegie

As part of the annual Yankelovich Monitor survey, extensive demographic, attitudinal, and product usage data were gathered about people who donate money to public broadcasting. Of the total population polled, 11% said they had donated to public television, and 4% said they had donated to public radio in the past two years. This report explores the characteristics of donors to public broadcasting and suggests how this information can be useful to development managers. Findings are discussed in terms of demographics, radio and television crossover, charitable habits, confidence and self perception, attitudes about learning, savings and disposable income, musical tastes, leisure activities, television viewing habits, and privacy issues. Applications of this information are suggested for stations attempting to target programming, underwriting, and fundraising toward their current audience and potential donors. (AEF)

ED 431 403 IR 019 694

Arias, Armando A., Jr.
Viable Global Networked Learning. JSRI Occasional Paper No. 23. Latino Studies Series.
PUB DATE- 97
NOTE- 13p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Computer Mediated Communication; *Computer Networks; Computer System Design; *Computer Uses in Education; Cooperative Programs; English; Foreign Countries; Global Approach; Higher Education; Innovation; Institutional Cooperation; *International Communication; Models; Multilingual Materials; Multimedia Materials; Postsecondary Education; Spanish; Translation
IDENTIFIERS- *BESTNET; Learning Environments; Mexico; United States (Southwest); *Virtual Universities

This paper discusses an innovative paradigm for looking at computer mediated/networked teaching, learning, and research known as BESTNET (Binational English and Spanish Telecommunications Network). BESTNET is functionally defined as an international community of universities and institutions linked by common educational goals and processes, computers, and telecommunications. BESTNET is conceptually designed as a virtual integrated educational system for learning and teaching across geographic spaces, i.e., from one campus to another, nationally/globally. Currently, the project involves over 7,000 culturally and linguistically diverse groups of students from over a dozen institutions in the United States, Mexico, and other globally specific regions. Following an overview and description of the BESTNET design, the paper discusses the growing need for multimedia computer global network communications, related developments with translation technologies, and the adaptive infrastructure of BESTNET. (AEF)

ED 431 404 IR 057 362

Montgomery, Paula K., Ed.; Thomas, Nancy Pickering
Information Literacy and Information Skills Instruction: Applying Research to Practice in the School Library Media Center. Library and Information Problem-Solving Skills Series.
PUB DATE- 99
NOTE- 187p.
LANGUAGE- English

Information Management (IAIM) Annual Conference (13th, Helsinki, Finland, December 11-13, 1998); see IR 057 374.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Appropriate Technology; Classification; *Computer Assisted Instruction; *Computer Mediated Communication; *Distance Education; Educational Technology; Higher Education; Information Science Education; Information Systems; Information Technology; Instructional Design; *Instructional Effectiveness; Literature Reviews; Media Selection; Multimedia Instruction; Questionnaires; Student Surveys; Teacher Surveys; *World Wide Web
IDENTIFIERS- *Technology Utilization

The emergence of newer World Wide Web-based technologies has resulted in increased offering of distance education courses in most academic areas. However, to a great extent, the choice of technology is governed by the availability of technology rather than by the appropriateness of the technology for the course being taught and for the learning outcomes. Although the importance of IT (Information Technology) in education is realized, a literature review shows that there is some disagreement on effectiveness of IT as a main educational tool, requiring further empirical studies. This paper discusses an ongoing empirical research in Web-based distance learning strategies that aims to identify the relationships between the course variables, student variables, instructor variables, and the appropriateness of the technology for the learning objectives. The research used the survey method, collecting data from two target populations: students who have taken distance learning IS (Information Systems) courses and faculty who have taught distance learning IS courses. Existing technologies for distance education have been identified and categorized as follows: (1) one-to-one (personal) communications; (2) one-to-many single media communications; (3) one-to-many one-way multimedia education/teaching; (4) educational software; (5) testing and evaluation; (6) multimedia discussion; and (7) single-media discussion. The survey forms are appended. (Contains 29 references.) (MES)

ED 431 422 IR 057 384

Novitzki, James E.
The MIS Capstone: Development on an Integrating Group Applied Project Course.
PUB DATE- 98
NOTE- 12p.; In: Proceedings of the International Academy for Information Management (IAIM) Annual Conference (13th, Helsinki, Finland, December 11-13, 1998); see IR 057 374.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Business Administration Education; Cooperative Learning; Curriculum Development; Graduate Study; *Group Activities; Higher Education; Information Technology; *Management Information Systems; Problem Solving; School Business Relationship; *Student Projects; Teamwork
IDENTIFIERS- *Capstone Courses; *Course Development; Johns Hopkins University MD

This paper discusses the development of a MIS (Management industry, labor, parents, students, government, and education participated in the Workforce 21 strategic planning process. Workforce 21 provides a clear direction for an effective, accountable system of workforce development and career-focused education in the state's public schools and two-year colleges. Stakeholders identified five "imperatives" and corresponding strategies for the strategic plan. The imperatives are the foundations for how Alabama will conduct career/technical education in its secondary and postsecondary institutions. These imperatives are to: (1) ensure that students attain the skills and knowledge they will need in the workplace and for continued learning; (2) expand options for students to achieve career and education goals; (3) anticipate and respond quickly to changes in the workplace and in society; (4) continuously improve the quality of programs and services; and (5) demonstrate accountability. Future initiatives of career/technical education will promote achievement of one or more of these imperatives. Because this is a long-range plan, action steps and outcomes will be identified annually. (JJL)

ED 431 441 JC 990 354

Mohammadi, John; Danek, Kim
Organizational Effectiveness through Assessing Institutional Outcomes: Measuring the Transfer Function at CCTC.
PUB DATE- 98
NOTE- 58p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Academic Achievement; *College Transfer Students; Community Colleges; Educational Quality; Higher Education; *Institutional Mission; *Organizational Effectiveness; Quality Control; *Student Characteristics; Transfer Policy; Transfer Programs; Transfer Rates (College)
IDENTIFIERS- *Capital Community Technical College CT

This study assesses the academic performance of Capital Community-Technical College (CCTC) students who transferred to senior institutions in Connecticut and neighboring states between the academic years of 1993-94 and 1996-97. It was designed to address the students' experience at CCTC as compared to the students' experiences at their senior institutions, and the relationships between the CCTC experience and the outcomes at the senior institutions. A total of 27 senior institutions participated in the study. A questionnaire was distributed to former CCTC students to measure the extent to which they have achieved their goals, and to gather information on the students' perceptions of their satisfaction with the quality of academic and student services provided by CCTC. A total of 101 students responded to the questionnaire. The study found that 61.4% of respondents achieved their educational goals "to a great extent", while an additional 31.7% achieved their educational goals "to some extent." In regards to student and academic services, "grade reporting/transcript processing" and "course content" received the highest ratings (80.6% and 88.3% respectively), while "counseling for program/course selection" and "instructional support for my curriculum" received the lowest rankings (31.7% and 27.2% respectively). Tabled results are presented for each of the 12 questions. The survey instrument, the list of participating senior institutions, CCTC's mission statement, and a list of majors offered at CCTC are appended. (TGO)

ED 431 442 JC 990 355

their accomplishments. La Guardia's first freshman class consisted of 537 students, of whom 312 were women and 225 were men. An internal report noted that the ethnic distribution was not highly diversified, which spurred the creation of multicultural programs and efforts in the coming years. The second chapter also discusses the development of La Guardia's student services, and student clubs and organizations. Chapter 3, "Growing Pains," describes the budget cuts, political dissatisfaction, increased societal demands, and other critical issues that affected the daily lives of all members of the college's community. Chapters 4 and 5, "Maturity" and "New Beginnings," highlight the many accomplishments of the college. They describe La Guardia's increased services to a broader and more diversified community, and individuals within the college's community who have distinguished themselves by making major contributions to the quality of life. This document concludes with "The Road Ahead," projections for the future of the college. (TGO)

ED 431 461 JC 990 383

Salem Community College's 1999-2002 Strategic Plan Authoring & Implementation Strategy.
PUB DATE- 99
NOTE- 72p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Change Strategies; Community Colleges; *Community Involvement; Community Role; *Decision Making; Decision Making Skills; Discussion; Information Transfer; Long Range Planning; Policy Formation; Research Problems; *Strategic Planning; Two Year Colleges

This document outlines the Strategic Planning Initiative (SPI) for New Jersey's Salem Community College. This is the first plan the college has authored in seven years. The report provides a theoretical framework for heterarchical planning, which allows for complexity and interrelations of structural analysis, and lateral decision making. The process of decision making and its culture at Salem Community College has been the traditional top down command-and-control method. According to the document, this has been the result of the lack of planning coupled with a general lack of information about the institution's past and current students. The college has implemented several new programs to gather information about the college's past and current students, and tailored existing programs to better suit these individuals. The report contains and presents Salem Community College's 1999-2000 Strategic Plan, its authoring strategy, a timeline, and proposed strategy for strategic plan implementation. Transforming the college has become an important task to all of those involved with Salem Community College. Between February and May of 1999 over 80% of the Salem Community College personnel, the president, and the entire board of trustees were involved in the process of creating a culture of shared decision-making. The college plans to continue holding town hall meetings to discuss changes and restructuring efforts with its community. The document contains three appendices, which include the 1999-2000 SSC Strategic Plan, the Strategic Plan Authoring Strategy & Template, and the Senior Staff Planning/Leadership Retreat. Contains 21 references. (TGO)

ED 431 462 JC 990 384

commission also presents 11 observations, each accompanied by one or more possible strategies that might improve student retention. The observations and strategies fall under the following categories: (1) Knowledge of literature and practices; (2) Scope of programs and activities; (3) Data gathering and analysis; (4) Incentives; (5) Community; (6) Two-year college education; (7) African-American students; (8) Program measurement or assessment; (9) The role of administration and faculty; (10) Student performance; and (11) The future of retention programs in the academic community. Appended are detailed descriptions of the 14 examples of "best practices." At Indiana University Bloomington they have created the Briscoe Academic Support Center, which offers one-on-one tutoring help to undergraduates in the Briscoe residence hall. Others include Indiana University-Purdue University Indianapolis' Student Mentoring Program, Indiana University East's Supplemental Instruction, Purdue University West Lafayette's Horizons, Purdue University Calumet's University Division, Ball State University's University College, Indiana State University's Enrollment Planning Team, University of Southern Indiana's Academic Skills, Vincennes University's Cope Student Support Services, Ivy Tech State College-Evansville's Career Exploration and Goal-Setting Course, Ivy Tech State College-Kokomo's Quest Program, and Ivy Tech State College-Richmond's Improving Awareness of Tutoring Lab Services. Programs at the University of Michigan, Florida State University, and Xavier University of Louisiana are also described. (AMA)

ED 431 481   JC 990 406

Report on Degree Completion and Persistence in Indiana Public Postsecondary Education, 1990 Entering Freshmen: Biennial Report to the General Assembly.
PUB DATE- 97
NOTE- 115p.; The statistical data in the appendixes contain small type.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Academic Persistence; Age; *College Freshmen; College Transfer Students; *Degrees (Academic); Dropouts; Ethnic Groups; Financial Aid Applicants; *State Colleges; *State Universities; *Student Characteristics; Time to Degree
IDENTIFIERS- *Indiana

This report tracks the degree completion and persistence rates of freshmen entering an Indiana public college or university in Fall 1990. Entering freshmen are defined using data provided by the institutions in the Student Information System as first-time freshmen enrolling in the Fall 1990 enrollment term. Statistics on degree completion, second-year persistence, institutional degree completion and persistence, student dropout rates, performance objectives, student transfer rates, and degree objectives are included. Statistics are presented based on a number of variables such as degree objective (baccalaureate degree, associate degree, or certificate), ethnic background, age, sex, residence status, and financial aid status. Some of the highlighted findings include: (1) for 1990 baccalaureate-seeking freshmen, 45% completed their degree within 6 years; (2) for 1990 associate-seeking freshmen, 17% completed their degree within 3 years; (3) across all entering fall 1990 freshmen, 72% returned in the second year; (4) the dropout rate for all entering 1990 freshmen was 20%, for certificate-seeking students it was 39%, for associate-seeking summer of 1998. Community college districts in California was surveyed on their practices regarding local board education and development programs. Approximately 80% of the districts, or 57 districts, responded. The study found that less than one-third of the districts had a written policy regarding trustee education, and that 75% of the districts used the League's Trustee Handbook for local trustee education. All but two boards reported using either study sessions during or in lieu of board meetings and/or retreats for board education. Retreats were the most common approach used, with 75% of boards holding retreats at least once a year. Mentoring is only used in about 30% of the districts surveyed. In addition, in all but one of the districts, trustees attend one or more of the League's conferences. Conferences were identified as the most effective method of trustee education, followed by board retreats (with outside facilitators), study sessions, and local trustee orientation. Based upon these findings, the report offers a number of recommendations to the Community College League of California. Many of the recommendations encouraged the League to support the activities mentioned above, as well as to develop guidelines for mentoring programs and to provide examples of board education policy statements and local trustee handbooks. (TGO)

ED 431 500 JC 990 435

Work First Client Enrollment Status Report (1995-96, 1996-97, 1997-98 Data).
PUB DATE- 99
NOTE- 107p.; Some text may illegible.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- College Outcomes Assessment; *Community Colleges; Curriculum; Economically Disadvantaged; *Enrollment; Extension Education; Job Placement; *Job Training; *Program Evaluation; Tables (Data); Two Year Colleges; Welfare Recipients; *Welfare Services
IDENTIFIERS- *North Carolina Community College System

This report contains enrollment data about the North Carolina Division of Social Services Work First clients who were enrolled in North Carolina community colleges curriculum and extension programs during the academic years 1995-96, 1996-97, and 1997-98. North Carolina's welfare reform initiative, Work First, is the State's Temporary Assistance to Needy Families (TANF) program. Work First represents a new way of providing public assistance and employment services by focusing on the importance of work and personal responsibility. As such, local departments of social services require able-bodied adults to work (or train) in exchange for time-limited cash benefits. That effort involves providing families with the necessary resources to move them from welfare to work. The North Carolina Community College System (NCCCS) is one of the chief partners in this venture. The enrollment data are aggregated and categorized by college, extension and curriculum programs, county, and Employment Program Information System (EPIS) participation status. During the 1995-96 academic year, 38,277 (24%) Work First clients enrolled in community college programs; 33,166 (23%) enrolled during 1996-97; and 25,707 (23%) enrolled during 1997-98. Fifty-eight community colleges are included in these data. Contains 27 tables. Appended is information about the number of non-Work First clients enrolled in community college programs by college, the North Carolina

LANGUAGE- English
EDRS Price- MF01/PC08 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Accountability; Child Caregivers; Day Care Centers; *Early Childhood Education; *Educational Assessment; Educational Objectives; Educational Quality; *Evaluation Methods; Foreign Countries; Young Children
IDENTIFIERS- Day Care Quality; Early Childhood Centers; New Zealand; *Te Whariki (New Zealand)

This New Zealand project was intended to develop and test a framework for early child care practitioners to undertake their own evaluation of implementation of Te Whariki, the New Zealand early childhood curriculum, in a range of early child care centers. This report marks the completion of the project's phase 1, involving focus group interviews and consultations, and phase 2, involving ethnographic studies completed in seven early childhood centers. The report describes the consultations and methodologies, but also includes insight into processes and stages of the development of a proposed framework for evaluation. The final section of the report outlines an approach to evaluation that would be the starting point of the action research in phase 3 of the project. The report's six appendices include a discussion document on connecting assessment to evaluation, questions for the focus group interviews, and "trees" for categorizing observational data. (LBT)

ED 431 519 PS 027 607

Wylie, Cathy; Thompson, Jean
Competent Children at 6: Families, Early Education, and Schools.
PUB DATE- 98
NOTE- 196p.
LANGUAGE- English
EDRS Price- MF01/PC08 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Cognitive Ability; *Communication Skills; Early Childhood Education; Family Environment; Foreign Countries; *Interpersonal Competence; Longitudinal Studies; Mathematics Achievement; *Problem Solving; Reading Achievement; School Role; Tables (Data); *Young Children
IDENTIFIERS- *New Zealand

The longitudinal New Zealand project "Competent Children" has two objectives: to describe and analyze variations and changes in children's cognitive, social, communicative and problem-solving competencies from the time they begin school at the age of five; and to determine what impact children's early childhood education experiences, family resources, home activities, and school resources have on these competencies. This report covers the second phase, when children were aged 6 and at the end of their first year at school and compares those data with data for age 5, when the children were still in early childhood education programs. The chapters in the report delineate findings in the areas of family resources and children's health and behavior; activities at home; and children competencies as they relate to their early childhood experience, and school and family resources. The report highlights the following findings: (1) children made the most competency gains in mathematics and in reading between ages 5 and 6; (2) children's mathematics scores at age 5 were the best predictor of their overall performance at age 6; (3) a year after the children left washing. (KB)

ED 431 540 PS 027 723

Hernandez, Eloisa
Kids Count New Jersey 1998: State and County Profiles of Child Well-Being.
SPONS. AGENCY- Annie E. Casey Foundation, Baltimore, MD.
PUB DATE- 99
NOTE- 74p.; For 1996 report, see ED 406 060. Also funded by the Public Service Electric and Gas Company.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Birth Weight; Births to Single Women; Child Abuse; *Child Health; Child Welfare; *Children; Demography; Dropout Rate; Early Parenthood; Family (Sociological Unit); Foster Care; Mortality Rate; Poverty; Prenatal Care; Social Indicators; State Surveys; Statistical Surveys; Tables (Data); *Well Being
IDENTIFIERS- *Indicators; *New Jersey

This Kids Count report provides information on state and countywide trends in the well-being of New Jersey's children between 1990 and 1998. The statistical portrait is based on 19 social indicators: (1) children receiving AFDC/TANF; (2) children receiving food stamps; (3) children receiving Medicaid; (4) Women, Infants and Children (WIC) program enrollees; (5) number of births; (6) percent of births with low birth weight; (7) percent of births receiving no prenatal care; (8) infant mortality rates; (9) number of births to teens; (10) child death rates; (11) teen death rates; (12) juvenile arrest rates; (13) juvenile commitment rates; (14) child abuse; (15) family problems; (16) out of home placements; (17) percent of students scoring level 3 (not proficient) on the reading, writing, and mathematics sections of the Early Warning Test; (18) percentage of 11th grade students passing the state's high school proficiency test; and (19) percent of students taking the Scholastic Aptitude Test (SAT) and their average math and reading scores. Following the state profile, the report presents profiles for each county, then presents the data by indicator for each county. The remainder of the report presents profiles for selected New Jersey cities. A glossary is included. The report shows improvement since 1990 in indicators of economic well being and of child health, but the rate of teen deaths has increased, as have the number of juvenile arrests and commitments. Child welfare indicators also show improvement since 1993. (HTH)

ED 431 541 PS 027 724

The Early Years, the Critical Years: Implications of Brain Research on Early Childhood Policy and Practice in Alaska. Conference Proceedings (Anchorage, Alaska, September 23-25, 1998).
PUB DATE- 98
NOTE- 34p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- *Brain; Child Development; Conferences; *Preschool Education; *Public Policy
IDENTIFIERS- Alaska; Brain Development; State Policy

Alaska's "The Early Years, The Critical Years" conference was deal with employment of agriculture workers. SMAT materials can be used by the individual, with a mentor, or in a group or class. An introduction describes how to use the materials, types of activities, and materials needed. Each level contains agriculture-related mathematics activities. Model answers are provided. Topics covered in Level 1 are pay slips, tax, and seasonal workers. Topics covered in Level 2 are as follows: calculating wages, percentage, piecework, workforce, nonseasonal workers, tax rates, and leave loading. Topics covered in Level 3 include the following: holiday pay, superannuation, WorkCover premiums, casual labor, total wage costs, long service leave, and trainees. (YLB)

ED 431 086 CE 078 737

Batman, Kangan; Gadd, Nick; Lucas, Michele
Occupational Health and Safety. Level 1. Level 2. Level 3. Support Materials for Agricultural Training.
SPONS. AGENCY- Australian Dept. of Employment, Education, Training and Youth Affairs, Canberra.
PUB DATE- 98
NOTE- 150p.; For related documents, see CE 078 731-738. An initiative of the Victorian Farmers Federation and Primary Skills Victoria.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Accident Prevention; *Accidents; Adult Education; Agribusiness; Agricultural Education; Agricultural Laborers; Agricultural Production; *Agricultural Safety; *Communication Skills; Developed Nations; Employer Employee Relationship; Farmers; *First Aid; Foreign Countries; Hazardous Materials; Injuries; Instructional Materials; Learning Activities; *Occupational Safety and Health; Postsecondary Education; Safety Education; Secondary Education; Vocational Education; Work Environment; *Workers Compensation
IDENTIFIERS- *Australia (Victoria)

This publication contains the three communication skills units of the three levels of Support Materials for Agricultural Training (SMAT) in the area of occupational health and safety: Level 1 (starting), 2 (continuing), and 3 (completing). The units are designed to help the learner improve his or her written and spoken communication skills needed to deal with occupational safety and health. SMAT materials can be used by the individual, with a mentor, or in a group or class. An introduction describes how to use the materials, types of activities, and materials needed. Four types of activities are found in the communication unit: key word activities, reading activities, writing activities, and spoken communication activities. Model answers are provided. Topics covered in Level 1 are as follows: danger on the farm, talking safety, rollover protection, chemicals, chemicals: emergency and first aid, accidents and injuries, emergencies, and tractor accidents. Topics covered in Level 2 include the following: safe chemical use, children on farms, getting your message across, zoonoses, and talking farming. Topics covered in Level 3 are as follows: a farm accident, WorkCover Certificate of Capacity, worker's claim for compensation, employer claim report, farm electrical safety, and creating networks. (YLB)

ED 431 087 CE 078 738

Batman, Kangan; Tully, Chris

Development and Models of Reform in the Field of Vocational Education and Training in the 21st Century (Shanghai, China, October 26-29, 1998).
PUB DATE- 99
NOTE- 159p.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Academic Education; Business Education; Educational Attitudes; *Educational Change; Educational Objectives; Educational Planning; Educational Practices; *Educational Trends; Foreign Countries; Futures (of Society); Integrated Curriculum; International Programs; Job Training; Models; Postsecondary Education; Program Development; Secondary Education; *Strategic Planning; Teaching Methods; Technical Education; Technology Education; Training Methods; *Vocational Education
IDENTIFIERS- China; Germany; Korea; Singapore; Thailand

This book contains an introduction and 10 papers from the International Conference on New Trends of Development and Models of Reform in the Field of Vocational Education and Training in the 21st Century. The following papers are included: "Introduction to the Reports Held on the International Conference"; "The Development and Reform of the Vocational Education in China--Oriented toward the 21st Century" (Yu Zuguang); "The Dual System of Vocational Training--Structures--Problems--Prospects" (Hans-Guenter Wagner); "Strategies for Development of Vocational Education and Training in Korea" (Ikhyun Shin); "The Integrated-Technology Teaching and Learning (ITL) Concept--An Effective Approach for Technical Education" (Edward Ho, Evangeline Chen); "The Situation of Vocational Education and Training in Thailand" (Pavanuj Fungladda); "A Technological and Vocational Education Perspective: Past, Present and Future in Taiwan" (Fu Hung Yuan); "Internationalizing Business Education Programs: The Evolving Vision of Education for and about Business" (Kuang Ku Chen); "A Brief Survey of Knowledge Economy and Vocational-Technical Education" (Liu Chunsheng); "The Organization, Focus of Vocational Education Study and Its Impact on the Development of Vocational Education--A Survey Also on the Status, Characters, Functions and Significance of Shanghai Institute of Vocational and Technical Education" (Cheng Yonglin); and "New Trends of Development and Reform of Technical and Vocational Education in the 21st Century: The Outline" (Zheng Junhua). The conference agenda is appended. (MN)

ED 431 105 CE 078 773

U.S. Productivity: The Challenges Ahead.
PUB DATE- 99
NOTE- 8p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Journal Articles (080),Reports - General (140)
DESCRIPTORS- Adult Education; Economic Climate; Economic Factors; *Education Work Relationship; *Educational Economics; Educational Improvement; *Educational Needs; Educational Trends; Elementary Secondary Education; *Labor Force; *Labor Force Development; Needs Assessment; *Productivity; Training; Trend Analysis

Despite the soaring stock market, low unemployment, and low inflation rate, the long-term prospects for U.S. economic health remain a cause for concern. Labor productivity has slowed since 1973. As a result of this slowdown, many companies indigenous students; module enrollments and outcomes; and outcomes achieved by 1996 indigenous graduates. Highlights of the overview include the following: (1) the 32,315 indigenous students represented 2.4 percent of all students undertaking VET programs in 1996; (2) approximately the same number of indigenous males and females were enrolled in VET courses; (3) 17.5 percent of indigenous students were enrolled full time, compared to 11 percent of nonindigenous students; (4) indigenous students enrolled in 49,892 courses; (5) about 46 percent of indigenous students passed the modules in which they were enrolled; (6) indigenous students enrolled in more than 9.8 million annual hours in vocational programs, making them 3.4 percent of the total enrollment; (7) indigenous students undertook an average of 304 hours of training each, whereas nonindigenous students undertook an average of 232 hours each; and (8) 93 percent of the educational costs for indigenous students was paid by public funds. (KC)

ED 431 124   CE 078 802

Gibb, Jennifer; Phan, Oanh
Australian Vocational Education & Training. Students from Non-English-Speaking Backgrounds 1996: An Overview.
SPONS. AGENCY- Australian National Training Authority, Brisbane.
PUB DATE- 99
NOTE- 44p.; For other documents in this series, see CE 078 801-803.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- *Academic Achievement; *Academic Persistence; *Diversity (Student); English (Second Language); *Enrollment; Foreign Countries; Job Training; *Limited English Speaking; Postsecondary Education; School Demography; Secondary Education; Tables (Data); *Vocational Education
IDENTIFIERS- *Australia

This publication, drawn from the national collection of vocational education and training (VET) data in Australia, summarizes data that relate to the 177,594 VET students who identified themselves as speaking a language other than English at home in 1996. The publication is organized in eight sections as follows: an explanatory note; 1996 highlights; diversity of the Australian VET system; non-English-speaking students; courses taken by non-English-speaking students; module enrollments and outcomes; 1996 non-English-speaking graduates; and profiles of specific language groups. Highlights of the overview include the following: (1) the 177,594 students from non-English-speaking backgrounds represented 13 percent of all students undertaking VET programs in 1996; (2) approximately 91,000 females and 86,000 males from non-English-speaking backgrounds were enrolled in VET courses; (3) 17 percent of students from non-English-speaking backgrounds were enrolled full time, compared to 10 percent of students from English-speaking backgrounds; (4) students from non-English-speaking backgrounds represented 13 percent of course enrollments; (5) almost 60 percent of students from non-English-speaking backgrounds passed the modules in which they were enrolled; (6) students from non-English-speaking backgrounds enrolled in more than 53.9 million annual hours in vocational programs, which was 19 percent of the total enrollment; (7) students from non-English-speaking backgrounds undertook an average of 304 hours of training each, whereas students from English-speaking backgrounds undertook an average of 220 hours each; and (8) 85

Professional Standards for the Training of Group Workers"; "Group Leader Competencies." An index is included. (Contains six figures and eight tables. Each chapter provides references.) (MKA)

ED 431 141   CG 029 181

Thompson, Rosemary A.
Nurturing an Endangered Generation: Empowering Youth with Critical Social, Emotional, and Cognitive Skills.
PUB DATE- 98
NOTE- 363p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Academic Achievement; Alienation; Cognitive Development; *Counseling Techniques; *Daily Living Skills; Delinquency; Demography; Dropouts; Family School Relationship; Group Counseling; *High Risk Students; Interpersonal Competence; Intervention; Prevention; *Psychoeducational Methods; School Community Relationship; Secondary Education; Sexuality; Social Isolation; *Student Empowerment; *Thinking Skills; Violence; Youth
IDENTIFIERS- Dysfunctional Behavior; *Emotional Expression; Loss; Multimodal Counseling; Solution Focused Counseling; Victimization

This book outlines specific treatment intervention and prevention strategies that address the full spectrum of dysfunctional behavior. It introduces structured intervention strategies for school and community collaboration with an emphasis on remediation and treatment. Educators and helping professionals will find counseling strategies and psychoeducational techniques that focus on primary prevention. These primary prevention strategies are supported by an understanding of critical, social, and cognitive skills. Each chapter introduces the latest demographic data and the factors that make children and adolescents vulnerable to self-defeating or self-destructive behaviors, and then counteracts these factors with structured intervention and prevention initiatives. "Manifestations of Behavior and Related Skills," Part II, comprises the main portion of the book and covers the following topics: alcohol and other drug abuse; unintended pregnancy and high-risk sexual activity; loss, depression, and suicide; conflicted youth, delinquency, and violence; alienation, underachievement, and dropping out; and isolation, victimization, and abuse. An index is provided. (Contains an extensive reference list.) (MKA)

ED 431 142   CG 029 182

Rosenthal, Howard G., Ed.
Favorite Counseling and Therapy Techniques: 51 Therapists Share Their Most Creative Strategies.
PUB DATE- 98
NOTE- 214p.; "Includes contributions from Albert Ellis, William Glasser, Arnold A. Lazarus, Allen E. Ivey, Raymond J. Corsini, Peter R. Breggin, Judith S. Beck, and other accomplished helpers."
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Case Studies; *Counseling Techniques; *Counselors;

Questionnaire (PAQ). Findings suggest that the degree to which White freshmen and sophomore university students currently engage in at-risk behaviors is more strongly associated with early childhood experiences with parents and behaviors during early elementary school years than with current personality variables. In part, findings on the surface appear to support the social/environmental theories that imply that at-risk behaviors are integrally linked with family dynamics. This is particularly true given that data indicates engagement in at-risk behaviors are significantly associated with fathers' and mothers' parenting and with individuals' earlier engagement in at-risk behaviors. Those individuals who reported a tendency to 'misbehave' during precollege years and whose mothers expressed less warmth and more aggression, and whose fathers expressed more aggression and more neglect were found to currently engage in at-risk behaviors more often. It is emphasized that clinicians must be able to ask the right questions in order to discern whether the etiology of engagement in at-risk behaviors is biological or social/environmental in nature in order to know how to best proceed in treatment and referrals. (Contains 35 references and 4 tables.) (GCP)

ED 431 160   CG 029 307

Hanser, Lawrence; Stasz, Cathleen
The Effects of Enrollment in the Transportation Career Academy Program on Student Outcomes.
PUB DATE- 99
NOTE- 19p.; Paper presented at the Annual Meeting of the American Educational Research Association (April 19-23, 1999, Montreal, Quebec, Canada). This study was funded by the Los Angeles County Metropolitan Transportation Authority.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Attendance; *Credits; *Education Work Relationship; *Grade Point Average; *High School Students; High Schools; Instructional Program Divisions; Outcomes of Education; Sex Differences; Standardized Tests; Transportation
IDENTIFIERS- Ethnic Differences; School to Employment Program

This paper explores the outcomes associated with participation in the Transportation Career Academy Program (TCAP), a school-to-career (STC) program in Los Angeles, California. To determine the extent to which participation in TCAP enhances students' engagement with school while avoiding potential negative effects, this study examines four outcomes associated with schooling: attendance, grade point average, credits earned, and credit pace. Specifically it asks whether students participating in TCAP had more positive outcomes than nonparticipating students in the same school and in representative comparison schools in the same school district. Significant positive outcomes were found for TCAP students on all these school-related measures. It is suggested that the impact of special student programs continues to be difficult to separate for selection effects, primarily as a function of the lack of information on prior performance. The average levels of performance reported in this study are disconcerting; when students continue to fall behind, what are their real chances of graduating? (Contains 11 references and 8 tables; the appendix contains 4 additional tables of data.) (MKA)

ED 431 161   CG 029 308

supplementary diagnostic tests conclude the text: discrimination of initial and final sounds; names and sounds of the alphabet; graded spelling; auditory discrimination and blending; word lists; and silent reading/writing. (RS)

ED 431 180 CS 013 612

Reading and Literacy Initiatives. Hearing on Examining Proposal To Improve the Reading and Literacy Skills of Children and Families, Focusing on S.1596 and H.R.2614, Bills To Provide for Reading Excellence by Improving In-Service Instructional Practices for Teachers Who Teach Reading, To Stimulate the Development of More High-Quality Family Literacy Programs, To Support Extended Learning-Time Opportunities for Children, and To Ensure That Children Can Read Well and Independently not Later than Third Grade of the Committee on Labor and Human Resources. United States Senate.
PUB DATE- 98
NOTE- 108p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Elementary Education; *Family Literacy; Hearings; *Inservice Teacher Education; *Literacy; Reading Achievement; *Reading Improvement; *Reading Instruction; *Reading Skills; Tutoring
IDENTIFIERS- Congress 105th

The U.S. Senate conducted a hearing consisting of two panels: the first panel discussed overcoming reading difficulties with a primary focus on children and the second panel focused on reading and literacy outreach activities that are ongoing in the U.S. After opening statements of the Hon. James M. Jeffords, the Hon. Edward M. Kennedy, and the Hon. Jack Reed, the transcript includes the texts of oral statements and prepared statements by the following individuals: Blanche Podhajski, Stern Center for Language and Learning; Catherine E. Snow, Committee on the Prevention of Reading Difficulties in Young Children (National Research Council); Reid Lyon, Child Development and Behavior Branch (National Institutes of Health); Perri Klass, Vermont State Colleges; Charles I. Bunting, Department of Pediatrics (Boston Medical Center); Dawnna Lanctot (students) Community College of Vermont; Peggy A. Minnis, D.C. Head Start Toyota Family Literacy Program; Noel C.R. Gunther, WETA Learning Project; and Janet Arnowitz (teacher) Fairfax County Public Schools. An appendix contains a letter to Senator Jeffords from Gwen O'Donnell Graham and a series of articles from the Hartford Courant, by Robert A. Frahm and Rick Green. (RS)

ED 431 181 CS 216 746

Davis, Anita P.
Harriet Quimby: America's First Lady of the Air.
PUB DATE- 99
NOTE- 25p.; "With the assistance of Col. Ed. Y. Hall." Paper presented at the Annual Meeting of the Michigan Reading Association (43rd, Grand Rapids, MI, March 13-16, 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Historical Materials (060),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Biographies; Class Activities; *Females;

rhetorical/communication theory course. A review of articles in the appropriate scholarly journals was undertaken to verify course selection. Articles seemed to fall into three broad categories: the Nature of the Field (lasts from about 1914 to 1954); the Discipline and Strategies for Survival (articles appeared from the late 1960s to the early 1980s); and Assertively Addressing Disciplinary Concerns. Questions regarding the importance of specific courses in the core curriculum have not been addressed by authors in the field, and there are relatively few articles related to larger curricular concerns since 1985. Authors were primarily concerned about the broader issues of defining the field, surviving, and placing communication departments in universities--and issues such as which specific courses should be taught were not addressed. Thus, the most comprehensive description of a core or essential curriculum is the one developed at Hope College. Contains 16 endnotes. (NKA)

ED 431 203 CS 510 092

Martini, Michael A.
How To Tell Your Literacy Stories through Radio.
PUB DATE- 99
NOTE- 7p.; Paper presented at the Annual Spring Conference of the National Council of Teachers of English (Cincinnati, OH, March 4-6, 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Broadcast Journalism; Elementary Secondary Education; *Literacy; News Media; Programming (Broadcast); *Radio
IDENTIFIERS- *Media Coverage

This paper offers advice to educators on how to tell their literacy stories through the medium of radio. It suggests educators examine their story idea closely and decide if radio is the best medium. It also suggests that educators should become familiar with the radio stations in the local market and get to know the personnel at the particular station--sending a story idea proposal to a particular person is the most effective way to get through. Additional advice offered in the paper includes: make the proposal easy to understand; do as much leg work as possible ahead of time; be patient and understanding if the reporter asks tough questions; and making follow-up calls. It concludes that with proper planning and skillful, precise distribution, educators can give their literacy story ideas the advantage they might need to catch the eye of a reporter. (RS)

ED 431 204 CS 510 094

Reppert, James E.
A Mass Communication Research Failure: Deriving Unsubstantiated Conclusions from Misleading Data.
PUB DATE- 95
NOTE- 10p.; Paper presented at the Annual Meeting of the Kentucky Communication Association (Frankfort, KY, September 15-16, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.

PUB DATE- 99
NOTE- 30p.; Paper presented at the Annual Meeting of the American Educational Research Association (Montreal, Quebec, Canada, April 19-23, 1999).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Context Effect; *Educational Change; *Educational Environment; Foreign Countries; High Schools; Institutional Characteristics; School Culture; *School Organization; School Restructuring
IDENTIFIERS- Ontario

This paper explores the deep-reform efforts of 9 secondary schools over a 3-year period. The reforms occurred in an Ontario, Canada, school district that empowered their secondary schools to develop site-specific organizational structures that deviated from the traditional subject, departmental structure. The sample for the study included all individuals in the new administrative positions and all secondary-school principals in the school district. A total of 180 interviews were conducted. The study focused on the relationship between restructuring and "reculturing" in secondary schools. The results suggest that two key factors of restructuring facilitate reculturing: structural evolution and new roles and relationships. The paper presents findings on structural evolution; the acceptance of contextual differences; emergent design; goal-driven models; the interactive/reflective process; broadening leadership; new ways of operating; reculturing outcomes; conspicuous reculturing outcomes; increased acceptance of, and capacity for, change; and subtle reculturing outcomes. It concludes that the restructuring process must involve participants in constructing the new organizational structures; this engagement spawned the reflection required for reculturing. The evidence suggests that structural change by itself will most likely not facilitate cultural change; rather, it is the sustained and carefully facilitated process that has the possibility of fostering cultural change. Contains 30 references. (RJM)

ED 431 224 EA 029 870

Hannay, Lynne M.; Erb, Cathy Smeltzer
To the Barricades: The Department Head Role in Change.
SPONS. AGENCY- Ontario Ministry of Education and Training, Toronto.; Canadian Social Science and Humanities Research Council, Ottawa (Ontario).
PUB DATE- 99
NOTE- 28p.; Paper presented at the Annual Meeting of the American Educational Research Association (Montreal, Quebec, Canada, April 19-23, 1999).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Administrator Effectiveness; *Administrator Role; Behavior; *Curriculum Development; *Department Heads; Educational Change; Foreign Countries; High Schools; Instructional Leadership; *Resistance to Change; *School Administration

This paper examines the role of individuals in positions of responsibility (POR) during the implementation of two different curriculum innovations: curriculum integration and performance-based assessment. In addition to addressing the lack of knowledge of department heads' role in implementing school boards fail. It outlines the decision-making process, shares the opinions of interviewees who describe a shared respect for the contributions of each board member, presents board members speaking of their effective activities in the context of the superintendent's recommendations, cites board members' actions in maintaining a multifaceted relationship with the community, presents interviewees discussing activities that help new members understand their responsibilities, and relates board members' presentation of issues that are central to helping children learn. Part 2 demonstrates what steps boards can take to become more effective. It discusses how boards can best use the superintendent and the information that they receive. The text builds the case for board development, showing why boards should spend time and money for reflection and self-improvement. Finally, it describes various steps to board development that are based on a model of school-board effectiveness. (RJM)

ED 431 242 EA 029 894

Alternatives: The Opportunity of a Lifetime. A Handbook for Developing Alternative Learning Options To Help All Oregon Students Achieve the Standards.
PUB DATE- 98
NOTE- 141p.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Academic Standards; Curriculum Design; Educational Innovation; Elementary Secondary Education; *Instructional Design; Instructional Improvement; Models; *Nontraditional Education; *State Standards
IDENTIFIERS- *Oregon

This publication describes alternative teaching and learning strategies that challenge all students to reach high standards. Five alternative options are emphasized: (1) rigorous use of diagnostic systems to identify problem areas and student strengths; (2) staffing flexibility to facilitate better student-instructor relationships; (3) identification of effective new strategies for the classroom, using different techniques to meet different learner needs; (4) adoption of tested model programs; and (5) collaboration with and expansion of off-site alternative environments. The information in this handbook was gathered from education literature on Oregon and from 11 Oregon school districts that were selected as Alternative Learning Options sites. The manual opens with an overview of the new urgency for creating alternative learning options. It outlines the legislative initiatives prompted by the desire to raise educational standards and provides details on how to diagnose a district's condition. The guide outlines ways to reach all students by discussing strategies at the classroom level and by offering examples of programs that work. Information on model programs includes the grade levels and subjects that are covered, a general description of the program, implementation strategies, costs, special considerations, nearby programs of similar nature, and contact information. The manual also offers ideas on the proper placement of students and provides a list of resources for further information. (Contains approximately 80 references.) (RJM)

Michigan approaches are described first, because their work has influenced later work to a great extent. Next, foundation statements are included from Colorado, North Carolina, Tennessee, and West Virginia. The paper concludes by summarizing the effects that different orientations might have on alternate assessments. Results of the review indicate that Kentucky is the only state that fully includes all students within its statewide educational assessment and accountability system, and that state foundation statements are directing state efforts in the area of alternate assessment. The review also found that each assessment approach has its foundation in different philosophies that form the basis for the development of the alternate assessment. (Contains 10 references.) (CR)

ED 431 261 EC 307 240

Warlick, Ken; Olsen, Ken
How To Conduct Alternate Assessments: Practices in Nine States.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- 99
NOTE- 15p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Academic Standards; *Disabilities; Educational Legislation; Elementary Secondary Education; *Evaluation Methods; Federal Legislation; Interviews; Parent Participation; Policy Formation; *Portfolio Assessment; State Programs; *State Standards; *Student Evaluation; Surveys
IDENTIFIERS- Alternative Assessment; Individuals with Disabilities Educ Act Amend 1997; *Testing Accommodations (Disabilities)

This paper discusses the new Individuals with Disabilities Education Act 1997 amendments that require states to develop alternate assessments and reviews state practices in Delaware, Idaho, Indiana, Kentucky, Maryland, Michigan, Missouri, North Carolina, and Tennessee. These states were selected because they had either been implementing, were piloting, or had made decisions about the type of alternate assessment instrument to be used. Results of the review found that seven of the states have selected some form of portfolio as their primary assessment instrument. Most of the states using portfolios indicate that they chose the portfolio system because it afforded the opportunity to document not only student performance but also the supports provided by the school to promote student achievement. Six of the states surveyed are using parent surveys/interviews either as validation measures of student performance in portfolio entries or as evidence that skills learned in school are transferred outside the classroom to the home and community. Four states have chosen direct observation as the mode of assessment and two of these include on-demand tasks. Individualized Education Program and other record reviews are included as a part of the assessment or included in portfolios in five states. (Contains 11 references.) (CR)

ED 431 262 EC 307 241

Burgess, Patricia; Kennedy, Sarah
What Gets Tested, Gets Taught; Who Gets Tested, Gets Taught: Curriculum Framework Development Process.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.

"Electronic Accessibility"; "Interactive Elements of the Internet"; "NIDRR Grantees Offer Listservs"; "Update on Strategies for Web Accessibility"; "New Review of NIDRR Grantees' Web Sites"; "Annotated WWW Resource List"; "The Unemployment of Americans with Disabilities"; "Collaboration in NIDRR's Employment Research"; "The Employment Emphasis in NIDRR's Proposed Long-Range Plan"; "The Federal Initiative To Increase Employment of People with Disabilities"; "The New Employment-Focused RRTCs Rehabilitation Research and Training Centers "; and "The Dissemination and Utilization Process and Employment Research." (DB)

ED 431 280   EC 307 264

Binion, Mary, Ed.
Engineering the ADA from Vision to Reality with Technology (16th, Las Vegas, Nevada, June 12-17, 1993). Volume 13.
PUB DATE- 93
NOTE- 583p.
LANGUAGE- English
EDRS Price- MF03/PC24 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Adults; Appropriate Technology; *Assistive Devices (for Disabled); *Augmentative and Alternative Communication; *Computer Uses in Education; Delivery Systems; *Disabilities; *Educational Technology; Elementary Secondary Education; Employment; Federal Legislation; Gerontology; Learning Disabilities; Mobility Aids; Older Adults; Public Policy; Rehabilitation Programs; Robotics; Severe Disabilities; Special Education; Teacher Education; Transitional Programs; Transportation
IDENTIFIERS- Americans with Disabilities Act 1990

This compilation of presentations from RESNA's conference proceedings focused on the progress and potential of assistive and rehabilitation technology for individuals with disabilities and ways that RESNA members could help these ideas to be realized. Papers were presented on the following topics: (1) service delivery and public policy issues; (2) personal transportation; (3) augmentative and alternative communication; (4) drooling; (5) quantitative assessment; (6) special education, including computer applications for students with learning disabilities, wearable computers that give verbal guidance to people with memory or attention impairments, transitioning students with severe disabilities into the workplace, use of an intelligent cognitive aid to facilitate the self-management of vocational skills by high school students with learning disabilities, computer related employment and student training, and training teachers to use assistive technology; (7) technology transfer; (8) sensory aids; (9) wheeled mobility and seating; (10) electrical stimulation; (11) computer applications; (12) rural rehabilitation; (13) assistive robotics and mechatronics; (14) job accommodation and employment issues; (15) information networking; (16) gerontology; and (17) Easter Seal Student Design Competition. Presentations include references. (CR)

ED 431 281   EC 307 265

Binion, Mary, Ed.
Tuning in to the 21st Century through Assistive Technology: Listen to the Music. Proceedings of the RESNA '94 Annual Conference (Nashville, TN, June 17-22, 1994). Volume 14.
PUB DATE- 94
NOTE- 592p.

ED 431 299   EF 005 393

Haworth-Roberts, A., Ed.
Maintenance of Mechanical Services. Maintenance and Renewal in Educational Buildings. Building Bulletin 70.
PUB DATE- 90
NOTE- 77p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Check Lists; Elementary Secondary Education; *Equipment Maintenance; Foreign Countries; Guidelines; Life Cycle Costing; *Mechanical Equipment; *School Maintenance; *Troubleshooting
IDENTIFIERS- *Cost Containment; England; Equipment Operation

School building maintenance must find an appropriate balance between planned and reactive work in order to conserve costs. This document provides ways in which authorities can assess their maintenance requirements and make better use of the resources available. It considers how to deal with problems which have their roots in historical design factors and provides guidance on what action should be taken to prevent future maintenance problems. It also addresses whether to repair or replace equipment by providing guidance for making these decisions. A 6-point plan for avoiding equipment failure is proposed. The appendices, which comprise two thirds of the document, provide a glossary; the principle generic types of equipment in use, common faults which they exhibit and their life expectancy; staff training to ensure the timeliness and quality of maintenance work; checklists for routine inspection and maintenance by school personnel; information on troubleshooting for a range of mechanical services components; information on use of operating and maintenance manuals; and data that include calculating the likelihood of equipment failure, life-cycle costing, forecasting/planning workloads, and the application of new technology to maintenance management and operations in schools. (Contains 26 references.) (GR)

ED 431 300   EF 005 394

Haworth-Roberts, A., Ed.
Crime Prevention in Schools: Specification, Installation, and Maintenance of Intruder Alarm Systems. Building Bulletin 69.
PUB DATE- 89
NOTE- 93p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Alarm Systems; *Crime Prevention; Educational Facilities; Elementary Secondary Education; Foreign Countries; Guidelines; *School Security
IDENTIFIERS- England

Greater use of expensive equipment by schools has also increased the potential for vandalism and theft, giving an increased role to intruder alarm systems. This document provides guidance on the management and technical aspects of forming policies for installing and operating intruder alarm systems in educational buildings. Also provided are examples of good practice based on case studies. Appendices, comprising the bulk of the document,

26-30, 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Bilingualism; *Disabilities; *Educational Needs; Elementary Secondary Education; Ethnography; Interviews; *Mothers; Native Speakers; *Parent Attitudes; Parent Participation; *Portuguese; Preschool Education; Special Education; *Student Needs; Surveys
IDENTIFIERS- *Portuguese Speaking

A study investigated the perceptions of Portuguese-speaking parents of children with disabilities concerning their involvement in their children's education. Specific aspects studied include their understanding of their involvement, nature and extent of current involvement, their ideals concerning involvement, and comparison with parents' involvement in the education of their children without disabilities. In addition, the experience of being the parent of a disabled child and the experience of being a bilingual parent in this context were also examined. Subjects were parents in nine families, and ethnographic interviews were conducted either in their homes or in a convenient location they suggested. Two major themes emerged in the parents' responses: (1) while children with disabilities must be educated to compensate for disabilities, what they can do is more important than what they can not do, and (2) the parents of such children should be viewed as rich resources, bringing a wealth of experience regarding their own culture and their child's abilities and learning styles, and often professional competence as well. Contains 23 references. (MSE)

ED 431 322 FL 025 870

Hoffman-Marr, Annette
Assessing Language Proficiency Levels.
PUB DATE- 98
NOTE- 63p.; Ed.D. Thesis, California State University, Hayward.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Dissertations/Theses - Master Theses (042),Reports - Research/Technical (143)
DESCRIPTORS- *Bilingual Education; Comparative Analysis; Elementary Secondary Education; English for Academic Purposes; *English (Second Language); Language Minorities; *Language Proficiency; *Language Tests; *Limited English Speaking; Oral Language; Speech Skills; *Student Placement; Testing; Thinking Skills

A study compared two methods for assessing English proficiency of limited-English-proficient school-age children, for purposes of placement in bilingual and monolingual education programs. The two instruments used were the Idea Oral Language Proficiency Test (forms C and D) (IPT), which assesses oral English proficiency, and the Woodcock-Munoz Language Survey-English (WMLS), which tests cognitive academic language proficiency. Subjects were 20 language-minority children, 11 in kindergarten and 9 in third grade. Tests were individually administered. Results indicate no significant difference in English oral language proficiency scores on the two tests for either grade level. However, overall, more students were designated at lower proficiency levels on the WMLS than on the IPT, suggesting that IPT scores may place more students in bilingual classrooms than in monolingual classrooms. Implications for placement, instruction, and provision of services are discussed briefly.

International Conference on College Teaching and Learning. Papers have the following titles and authors: (1) "Case It! A Project to Integrate Collaborative Case-Based Learning into International Undergraduate Biology Curricula" (Bergland, Klyczek, Lundeberg, Mogen, Johnson); (2) "The Warrior Island Game: Virtual Combat in the Economics Classroom" (Bohler and McDowell); (3) "An Interactive Multimedia Intelligent Tutoring System" (Butz); (4) "Assessing Models of Information Literacy" (Catts and Appleton); (5) "Electronic Portfolios: Applications in Student Assessment" (Cole, Ryan, Mathies, Clemens); (6) "Digital Portfolios: Issues and Solutions" (Fritz); (7) "Developing a Discourse Community: Teaching Biochemistry Using the World Wide Web" (Gilmer); (8) "Computer-Mediated Critical Thinking: The Vee Heuristic" (Jamieson); (9) "Storytelling Techniques in the Teaching of Mathematics and Computer Science" (Joel); (10) "Integrating Learning Technology into the Liberal Arts Tradition" (Jones and Tarry); (11) "The Effects of Gender and Academic Program on Learning Styles and Attitudes of Undergraduate Students Using Multimedia, Web-Based Anatomy Labs" (Katz, Maitland, Hannah, Burggraff, King); (12) "Teaching Within the Dilemma Science Technology and Small College Consortia" (Lassiter); (13) "Beyond Constructivism in the Life Sciences" (Linich); (14) "Intentional and Incidental Learning" (Madden); (15) "Activity Visualization and Formative Assessment in Virtual Learning Environments" (Nulden and Hardless); (16) "Field Dependence Contextual Learning and Academic Achievement in Engineering Education" (O'Brien, Butler, Bernold); (17) "Collaborative Learning on the World Wide Web Using a Problem-Based Learning Approach" (Oliver, Omari, Stoney); (18) "Transformational Growth and Educational Change" (Phillips); (19) "Undergraduate Learning Modes and New Technologies: Lessons for the Faculty" (Pollak); and (20) "Technology in Problem-Based Learning Courses How Can It Help?" (Rau). (Individual papers contain references.) (DB)

ED 431 344 HE 032 107

Karabell, Zachary
What's College For? The Struggle To Define American Higher Education.
PUB DATE- 98
NOTE- 288p.; Published by Basic Books.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *College Faculty; *College Instruction; *College Role; *College Students; *Educational Objectives; *Educational Trends; Higher Education; Outcomes of Education; Role of Education

This book examines issues in American higher education, especially the competing needs and desires of students, professors, administrators, and the larger society. Higher education is becoming mass education, with most students coming from working-class backgrounds and seeking an education that will enable them to get a job; such students have no interest in a classic liberal arts education and do not plan to go on to graduate school. In contrast, most faculty members are products of elite graduate schools, which have insulated them from the needs of this population, leaving them ill-equipped to handle this changing student body. The book, the result of a year of interviewing students, graduate students, faculty, and adjunct teachers around the country, urges loosening the grip of professional discipline-based guilds, placing more emphasis on

Assessment; High Schools; Higher Education; Longitudinal Studies; *Predictor Variables; Remedial Instruction; Secondary School Curriculum; Statistical Surveys; Student Surveys; Tables (Data); Time To Degree
IDENTIFIERS- *Graduation Rates; *High School and Beyond (NCES)
This study of degree completion followed a national cohort of students from 10th grade (in 1980) through 1993 (High School and Beyond/Sophomore data base). Data included high school and college transcripts, test scores, and surveys. Using linear regression techniques, the study identified a model that accounts for about 43 percent of the variance in degree completion. The two most important variables identified were, first, academic resources a composite measure of the academic content and performance the student brings from secondary school, and, second, continuous enrollment. Major conclusions include the following: (1) since many students attend multiple institutions, institutional graduation rates are not very meaningful; (2) college admissions formulas that emphasize test scores and high school grade point average (rather than academic intensity and curriculum quality) are likely to produce lower degree completion rates; and (3) type and amount of remediation matters in relation to degree completion. Part 1 of the report constructs an index of student academic resources; Part 2 analyzes and/or reconstructs the major variables; Part 3 examines new attendance patterns and their significance; and Part 4 builds statistical models to explain findings. Five appendices include technical notes, additional tables, and examples. (Contains 125 references.) (DB)

ED 431 364 HE 032 129

Student Statistics, Fall 1998-99. The University of Wisconsin System.
PUB DATE- 99
NOTE- 204p.; For prior report, see ED 420 240.
LANGUAGE- English
EDRS Price- MF01/PC09 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- Age; *College Students; Credits; Degrees (Academic); Diversity (Student); *Enrollment Rate; *Enrollment Trends; Higher Education; In State Students; Out of State Students; Sex; State Colleges; *State Universities; Statistical Data; Tables (Data); Transfer Students; Trend Analysis
IDENTIFIERS- *University of Wisconsin System
This report presents 43 tables presenting detailed data on students attending the 13 institutions which comprise the University of Wisconsin System. Data are usually broken down by individual institution and often include data from the last 10 years for trend analysis. Data for undergraduate and graduate students are usually presented separately. Data tables are grouped into the following categories: (1) headcount enrollments, (2) full-time equivalent enrollments, (3) resident/nonresident status, (3) class and entrance status, (4) sex, (5) multicultural status and sex, (6) full-time status, geographic origin, (7) Wisconsin inter-institutional transfers, (8) credits carried, (9) degrees conferred, and (9) enrollment by age. (DB)

ED 431 365 HE 032 130

Multicultural Student Statistics, Fall 1998-99. The University of Wisconsin System.
PUB DATE- 99
NOTE- 373p.; For prior report, see ED 420 239.

Foundation and Its Critics". (Individual chapters contain references.) (DB)

ED 431 383 IR 019 514

King, Marjorie; Witney, Lois W.
Evaluation of Engaged Learning Activities Used in an Interactive Television Course.
PUB DATE- 98
NOTE- 11p.; Paper presented at the Mid-South Instructional Technology Conference (3rd, Murfreesboro, TN, April 5-7, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adult Learning; Audiovisual Instruction; Computer Uses in Education; Cooperative Learning; Course Evaluation; *Distance Education; Educational Technology; Higher Education; Instructional Design; *Instructional Effectiveness; Instructional Innovation; Interaction; *Interactive Television; Learner Controlled Instruction; *Learning Activities; Nursing Education; Pretests Posttests; Small Group Instruction; *Student Attitudes; Student Surveys; Teaching Methods
IDENTIFIERS- East Tennessee State University; *Engaged Style; *Student Engagement

Using adult learning theory, this quasi-experimental study, involving a convenience sample of senior student nurses (n=13) enrolled in an Interactive Television (ITV) Course at East Tennessee State University, evaluated the perceived importance of engaged learning activities used. Subjects completed pre-test, post-test, and reflective papers. Analysis focused on the students' evaluation of the following factors: learner choice in selecting assignments and choosing tasks, small group activities, interaction with other students at other sites, classroom tasks linked to real world applications, and reflective paper exercises. Findings indicated that students enjoyed small group activities, as well as opportunities to select assignments and choose tasks. However, students did not feel that being in an ITV course enhanced their understanding of the course material. (Contains 23 references.) (Author/AEF)

ED 431 384 IR 019 515

Stewart, Robert G.; Cuffman, Darcey M.
Needs Assessment: A Systematic Approach for Successful Distance Education.
PUB DATE- 98
NOTE- 8p.; Paper presented at the Mid-South Instructional Technology Conference (3rd, Murfreesboro, TN, April 5-7, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Curriculum Development; Data Analysis; *Distance Education; *Educational Assessment; Educational Planning; Educational Technology; Evaluation Criteria; Evaluation Methods; Higher Education; *Instructional Development; Instructional Effectiveness; Interactive Television; Literature Reviews; *Needs Assessment

The purpose of this paper is to promote and improve needs assessment in distance education through the exploration of eight questions: (1) what is a needs assessment?; (2) how are needs assessments related to successful distance education?; (3) where have needs assessments been used in distance

EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Information Analyses/State-of-the-art Materials (070),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Educational Development; Educational Practices; Educational Theories; Educational Trends; Elementary Secondary Education; Evaluation Methods; *Information Literacy; Information Seeking; *Information Skills; Information Technology; Instructional Design; Interpersonal Communication; *Learning Resources Centers; Library Development; *Library Instruction; Library Research; Literature Reviews; Models; *School Libraries; Teaching Methods; Technological Literacy; *Theory Practice Relationship; User Needs (Information)
IDENTIFIERS- Conceptual Models

This book brings together the literature on information skills instruction with particular reference to models related to information seeking and the information search process, including representational, instructional/teaching, and facilitation models. Chapter 1 provides an overview of the development of the library curriculum as it has evolved from more traditional forms of reference services. Chapter 2 summarizes the development of school libraries as centralized facilities, the introduction of library skills as a primary focus of library instruction, and approaches to information skills instruction. Chapter 3 focuses on the Information Search Process and intervention models. In chapter 4, conceptual models for teaching information skills are described. Chapter 5 examines instruction in terms of a model for diagnosing information needs and relates information needs to theories of information seeking, learning, and individual differences. In chapter 6, the literature related to information skills instruction is reviewed. Chapter 7 considers the impact of technology on the teaching of information skills, while chapter 8 provides an overview of contemporary approaches to assessment. In chapter 9, research related to interpersonal communication within the context of the school library is presented, and the social nature of information seeking and instruction is explored. An epilogue considers issues of professionalism, service, and leadership for school library media specialists. (Contains 323 references.) (AEF)

ED 431 405 IR 057 365

Library Guide for International Students.
PUB DATE- 98
NOTE- 13p.; Prepared by the RUL Task Force on International Student Guides.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- *Academic Libraries; *Foreign Students; Higher Education; Library Catalogs; Library Facilities; Library Guides; Library Instruction; Library Policy; *Library Services
IDENTIFIERS- *Rutgers the State University NJ

This guide to Rutgers University Libraries (RUL) is intended as an introduction to the library system for foreign students studying at the University. The guide consists of the following: welcoming remarks; a brief discussion of the American academic library systems; a list of the locations and abbreviations of the 25 libraries, collections and reading rooms on the Rutgers campuses; library policies on loan period, library hours, checking out books, and eating and smoking; brief descriptions of reference services and the Integrated Rutgers Information System (IRIS), the RUL online public access

Information Systems) capstone course in an adult graduate information technology program at Johns Hopkins University (Maryland). Rather than focusing on a technology topic, the course provides an environment that allows students to apply the information and skills that they have obtained in the program. Teams of students work with an organization and deal with actual IS (Information Systems) issues in a real world environment. Students start with a discussion of issues with their corporate sponsor and develop a scope statement to define the project. They finish by producing the deliverables specified in the scope statement and submitting a detailed written report. This paper describes desired outcomes, enabling tasks and objectives, the various elements of the course, the tasks required to ensure completion, grading, time requirements, and faculty issues. Initial results indicate significant improvement in student understanding of important IS issues, evaluation of the course, and student satisfaction. Appendices include: a list of sample projects; a project suggestion form; and a student skill, data, and project preference form. (Author/MES)

ED 431 423 IR 057 385

Mennecke, Brian; Bradley, John; McLeod, Michael
Making Project Groups Work II: The Impact of Group Process Training and Role Assignment on the Performance and Perception of Information Systems Project Teams.
PUB DATE- 98
NOTE- 13p.; In: Proceedings of the International Academy for Information Management (IAIM) Annual Conference (13th, Helsinki, Finland, December 11-13, 1998); see IR 057 374.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Business Administration Education; Cooperative Learning; *Group Activities; Group Behavior; *Group Dynamics; Higher Education; Management Information Systems; Problems; *Role Perception; *Student Projects; Student Role; *Team Training; Teamwork
IDENTIFIERS- East Carolina University NC; *Group Cohesion; Role Delineation

Many project teams in organizations are highly structured, members have clearly defined roles, and they possess knowledge about how to effectively manage their projects and meetings. On the other hand, students in educational environments lack significant experience working in teams. Therefore, student teams are often poorly structured, members commonly have difficulty developing functional roles, and communication and coordination problems persist. The research described in this paper demonstrated the impact of these problems by interjecting two interventions in student project teams in a core business course on information systems at East Carolina University (North Carolina): training on group process and the role assignment. The results of a controlled experiment show that both interventions had positive impacts on student project teams. Team members that were assigned roles reported higher cohesion and produced higher quality projects than did team members in the control group. Furthermore, cohesion and project quality was highest in teams that received both training and role assignments. Findings and implications for future research are discussed. Figures present: dependent/independent variables; student roles; training session topics; sequence of data collection and course instructors; means/standard

Mohammadi, John
Strategic Planning Process Resource Manual.
PUB DATE- 97
NOTE- 74p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- College Role; *Community Colleges; Demography; Educational Improvement; *Futures (of Society); Models; School Community Relationship; *Strategic Planning; Two Year Colleges
IDENTIFIERS- *Capital Community Technical College CT

Capital Community-Technical College (CCTC) (Connecticut) has developed a comprehensive institutional effectiveness model that will guide the college toward the year 2002. Its primary purposes are to improve the quality of decision making, to enhance the quality of its students' outcomes, and to improve the effectiveness of the institution in fulfilling its stated goals and missions. This document provides comprehensive factual trends and information about the state of Connecticut, CCTC's service region, the student population, and the curriculum profile at the college. The report includes six major sections: (1) an overview of institutional strengths and concerns; (2) CCTC's mission, vision, strategies, and priorities for the 21st century; (3) CCTC's approved planning, assessment and evaluation process; (4) summary results from an environmental scanning workshop held to identify critical trends that will impact the college in the next five years; (5) comprehensive data on the social and economic status of the state and the college's service region; (6) detailed information on student demographics. This document is a tool for the strategic planning committee to use in examining the socioeconomic and demographic changes over time and to help identify patterns for the future of Capital Community-Technical College. (TGO)

ED 431 443 JC 990 356

Gainous, Fred
Setting the Stage for the 21st Century. Chancellor's Annual Report, 1996-97. Positioning the Alabama College System for the Future.
PUB DATE- 97
NOTE- 24p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Community Colleges; Education Work Relationship; Educational Finance; *Educational Objectives; *Educational Planning; Program Evaluation; Social Services; Teacher Effectiveness; Technical Education; *Technical Institutes; Two Year Colleges; Welfare Services
IDENTIFIERS- *Alabama

The Chancellor's Annual Report 1996-97 outlines the recent accomplishments and future goals of the Alabama College System. The report also describes recent mergers and consolidations in the Alabama College System, and its projected fiscal future. Accomplishments fell into two major categories: teaching and learning improvement and workforce development. The Teaching and Learning Initiative, which established a system-wide climate for teaching and learning excellence, sponsored a symposium on teaching and learning; established programs to

Salem Community College Unit Planning Workbook.
PUB DATE- 99
NOTE- 40p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Community Colleges; *Community Involvement; *Decision Making Skills; *Educational Planning; Evaluation Methods; *Organizational Change; Personnel Evaluation; *Strategic Planning; Two Year Colleges

This unit planning workbook is designed to serve as an implementation guide for managing the strategic planning initiatives articulated in the 1999-2003 Strategic Plan. Salem Community College's strategic plan aims towards allowing the college to enter the 21st Century as an active agent in the advancement of the Salem County community. This workbook is written as a combined unit planning process and Strategic Planning Management Plan that aims to empower the community to reflect on the past, present, and future of SCC, and to systematically discuss its newly defined vision, mission, values, and goals. The manual illustrates a twenty-point system of implementing the strategic plan, through the development of both a framework for and a process of unit planning. Salem College's newly adapted organizational framework is "heterarchy," which embraces the ideas of emergence and complexity. The twenty key points for implementing the 1999-2003 Strategic Plan are subdivided into five central themes: (1) Establish Accountability, (2) Adjust the Institution, (3) Teach Ourselves, (4) Empower All, and (5) Evaluate and Reward. The unit planning process is divided into five areas for articulating these goals: (1) Develop Direction, (2) Identify Priority Actions, (3) Summarize Action Plans, (4) Report Priorities, Objectives, and Interdependence, and (5) Develop and Strategy. Contains 12 references. (JJL)

ED 431 463 JC 990 385

Degree Completion and Persistence in Indiana Public Postsecondary Education. 1996 Working Paper.
PUB DATE- 96
NOTE- 58p.; Discussion Item C on the agenda of the meeting of the Commission for Higher Education (March 8, 1996).
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Academic Persistence; *Associate Degrees; *Bachelors Degrees; Community Colleges; Degrees (Academic); Dropout Research; Higher Education; Part Time Students; Public Colleges; Public Education; State Programs; *Time to Degree; Transfer Students
IDENTIFIERS- *Graduation Rates; Indiana Commission for Higher Education

This working paper is a staff paper prepared to elicit discussion of issues as they relate to degree completion and persistence in Indiana's public postsecondary education. This is based on a requirement from the Indiana General Assembly for the Commission of Higher Education to "develop a definition for and report biennially on" degree completion and persistence rates in Indiana postsecondary education. Since that time, three reports have been issued: April 1989, June 1991, and June 1993. This report follows two cohorts of students, totaling 32,534, for a period of time equal to 150% of the expected time to students it was 32%, and for baccalaureate-seeking students it was 14%; and (5) of all fall 1990 freshmen, 18% transferred to another public Indiana campus before completing any degree. Contains 18 figures and 28 tables. (AMA)

ED 431 482 JC 990 407

Campus Profiles: Descriptions of Indiana's Public Postsecondary Campuses.
PUB DATE- 98
NOTE- 41p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Academic Persistence; College Freshmen; Degrees (Academic); Ethnic Groups; Financial Aid Applicants; Higher Education; *State Colleges; *State Universities
IDENTIFIERS- *Indiana

This report includes descriptions of the following Indiana public institutions: Indiana University, Purdue University, Ball State University, Indiana State University, University of Southern Indiana, Vincennes University, and Ivy Tech State College. For each institution, the following information is available: mission, enrollment breakdown, cost and financial aid data, freshman profile, retention and graduation rates, largest program areas, productivity profile, and quality indictors such as Gourman ratings, mean GRE scores, licensure pass rates, and nationally ranked/accredited programs. Data about the overall higher education system in Indiana are also presented, including the following: (1) there are 5 public, four-year institutions; 2 public, two-year colleges; 30 private, four-year institutions; and 2 private, two-year colleges; (2) there were 260,695 students enrolled in Indiana higher education, 78% of whom attend a public college or university; (3) minorities comprise 11.5% of the enrollment at the public colleges and universities; (4) the state appropriation for higher education in Indiana was $1.25 billion for the academic year 1997-98; and (5) the average in-state tuition and fees for 1997-98 ranged from $2,057 at the public two-year colleges to $14,387 at the private four-year colleges and universities. (AMA)

ED 431 483 JC 990 408

Statistical Summaries: Public Institutions.
PUB DATE- 97
NOTE- 92p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Age; College Admission; Community Colleges; Degrees (Academic); Enrollment; Ethnic Groups; Faculty; Financial Aid Applicants; Financial Support; Higher Education; *Public Colleges; Research and Development; Sex; *State Universities
IDENTIFIERS- *Virginia

This document, presents a statistical portrait of the Virginia's 17 public higher education institutions. Data provided include: enrollment figures (broken down in categories such as sex, residency, full- and part-time status, residence, ethnicity, age, and level of postsecondary education); FTE figures; admissions statistics (such as number applied, accepted and enrolled); and degrees awarded from associate's degrees to professional degrees; course distribution; financial aid data; faculty data (such as percentage tenured and average salary);

Community College System Work First contacts, and agency contacts. (AMA)

ED 431 501 JC 990 436

Faculty Salaries and Employment. Research Brief No. 1 1999-01.
PUB DATE- 99
NOTE- 7p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adjunct Faculty; *College Faculty; *Community Colleges; Comparative Analysis; *Compensation (Remuneration); Faculty College Relationship; Full Time Faculty; Part Time Faculty; Personnel; *Salaries; *Teacher Employment; Two Year Colleges
IDENTIFIERS- *North Carolina Community College System

This research brief provides information about faculty salaries and employment at North Carolina community colleges. Faculty are employees of the local community college whose salaries are funded primarily from State allocations. Salaries are affected by many factors, including the local labor market, local personnel policies, work assignments, the number of months employed, and performance. The North Carolina Community College System employed 4,221 full-time curriculum faculty in fall of 1998, an increase of 4.2% from the previous fall when 4,051 were employed. In 1998, 70% of the full-time faculty are employed on a 12-month basis, with an annual salary of $44,545; another 21% are employed as 9-month faculty, averaging $32,711; approximately 7% are on 10-month contracts with average salaries of $35,902; and those on 11-month contracts average $37,831. The 515 new faculty hired in 1998 have an average monthly salary of $3,038, much lower than the 1998 average monthly salary for faculty employed for both years. Faculty who leave the system, in some cases, earned higher salaries than those retained. Salaries of full-time permanent faculty who were employed the same number of months both in 1997-98 and 1998-99 were compared to determine the average increase in monthly salary. The increase averaged 5.03%. Relative to other states, North Carolina community college faculty earn monthly salaries that rank at the bottom. Additional statistics are available in the report. Contains 2 tables. (AMA)

ED 431 502 JC 990 437

Final Report on Senate Bill 1366, Annual Review of Accountability Enhanced, North Carolina Department of Community Colleges. State Board of Community Colleges Approved 2/19/99.
PUB DATE- 99
NOTE- 27p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Accountability; Basic Skills; *College Outcomes Assessment; *College Role; *Community Colleges; Compliance (Legal); *Educational Objectives; Governance; *Government School Relationship; Outcomes of Education; Participant Satisfaction; Program Evaluation; Two Year College Students; Two Year Colleges
IDENTIFIERS- *North Carolina Community College System

In 1989, the North Carolina General Assembly adopted a provision that mandated that the State Board of Community Colleges develop definable statewide measures of accountability. In 1993 preschool, early childhood education continued to make a contribution to children's competency levels; (4) children who had at least 3 years of early childhood education experience scored higher than those with fewer years; and (5) factors affecting scores included small class size, socioeconomic mix of the school, prior family experiences and resource levels, children's current home activities, and family income. Appendices include principal components and factor analyses, and the study instruments. (Contains 43 references, 83 tables, and 3 figures.) (LBT)

ED 431 520 PS 027 608

Neumann, Anita
Minnesota Child Care Assistance Programs. Fiscal Issue Brief.
PUB DATE- 98
NOTE- 10p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Comparative Analysis; *Day Care; Low Income Groups; *Poverty Programs; Program Descriptions; State Federal Aid; *State Programs; Welfare Recipients; Welfare Services
IDENTIFIERS- Minnesota; Program Characteristics; *Subsidized Child Care Services

This paper details the structure and eligibility criteria for the two largest public child care subsidy programs in Minnesota, the Minnesota Family Investment Program Statewide (MFIP-S) and the Basic Sliding Fee Program (BSF). These programs assist low-income families to pay for child care in order for parents to work, search for a job or participate in educational or job training activities. Both programs are supervised by the Minnesota Department of Children, Families and Learning and are administered locally by county social service agencies. The paper provides data for funding and state costs, and highlights the differences between the two programs. (JPB)

ED 431 521 PS 027 618

Gilbert, Rob; Gilbert, Pam
Masculinity Goes to School.
PUB DATE- 98
NOTE- 293p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Childhood Needs; Educational Environment; Elementary Secondary Education; *Males; Public Education; *Sex Role; Social Attitudes; Social Development; *Student Needs; Teacher Student Relationship; *Youth
IDENTIFIERS- *Masculinity

Noting recent media stories claiming that gender reform in schools has benefited girls at the expense of boys, this book offers an overview of the issues surrounding boys and education. The book argues that popular constructions of masculinity affect boys in all parts of their lives: in families, peer groups, and work cultures--at home, at school, at work, and at leisure. The book offers insights into key issues affecting boys at school including literacy, sport, bad behavior, sexuality, race and ethnicity, and popular culture. Also examined are programs and approaches to working with boys that have been successful in schools. The chapters of the book designed to educate participants about current brain research, give them an opportunity to discuss public policy with state administrators, provide a forum to develop recommendations and activities to support young children in Alaska, and offer quality training about early development. These proceedings summarize information presented at the conference, provide recommendations and activities that can be used to support healthy growth and development of all children, and provide resources that participants can use for additional training. Part 1 of the proceedings details conference highlights in three areas: (1) key findings about current brain research; (2) Alaska's commitment to children; and (3) recommendations for the future. Part 2 presents the key lessons learned at the conference, recommendations from participants, and suggested activities developed by discussion groups. Topics include: (1) public awareness; (2) parent and family support; (3) quality early care and education; (4) windows of opportunity or critical periods; (5) education and training for adults; (6) health care; (7) child abuse and neglect; (8) primary prevention; (9) early intervention; (10) special needs and disabilities; (11) program and service delivery; (12) community support; (13) work place/business support; and (14) public policy. Appended to the proceedings are lists of the steering committee members, conference sponsors, and conference participants attending a training of trainers session. (KB)

ED 431 542 PS 027 725

Samalin, Nancy; Whitney, Catherine
Loving Each One Best: A Caring and Practical Approach to Raising Siblings.
PUB DATE- 96
NOTE- 218p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Child Rearing; Discipline; Fathers; Mothers; *Parent Child Relationship; Parent Education; *Parenting Skills; *Parents; *Sibling Relationship; *Siblings; Stress Management
IDENTIFIERS- Parent Needs; Sibling Rivalry

Noting that parents of more than one child often are unprepared for coping with the competing demands of siblings, this book presents solutions to common parenting problems related to siblings and includes tips for meeting parents' as well as children's needs. Also included are results of a survey of parents who had attended parenting workshops regarding childrearing issues and a survey of children regarding their feelings about siblings. Chapter 1 describes how parental satisfaction can be blunted by feelings of frustration, disappointment, exhaustion, and guilt. Chapter 2 discusses how to cope with the arrival of the new baby whose entrance challenges the other children's sovereignty, and chapter 3 provides tips for easing the stress of daily routines. Chapter 4 presents solutions for when children fight, bicker, compete, namecall, and hit. Chapter 5 discusses how to be fair to siblings without treating them equally. Chapter 6 deals with finding special time alone with each child and celebrating his or her unique characteristics. Chapter 7 concerns ways to handle parental anger. Chapter 8 presents findings from surveys of children between 9 and 16 years regarding their feelings

Occupational Health and Safety. Numeracy. Level 1. Level 2. Level 3. Support Materials for Agricultural Training.
SPONS. AGENCY- Australian Dept. of Employment, Education, Training and Youth Affairs, Canberra.
PUB DATE- 98
NOTE- 73p.; For related documents, see CE 078 731-737. An initiative of the Victorian Farmers Federation and Primary Skills Victoria.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Accident Prevention; Accidents; Adult Education; Agribusiness; Agricultural Education; *Agricultural Laborers; Agricultural Production; *Agricultural Safety; *Comparative Analysis; *Cost Effectiveness; Developed Nations; Employer Employee Relationship; Farmers; First Aid; Foreign Countries; Graphs; Hazardous Materials; Injuries; Instructional Materials; Learning Activities; Mathematics Skills; *Numeracy; Occupational Safety and Health; Postsecondary Education; Risk; Safety Education; Secondary Education; Statistical Data; Statistics; Vocational Education; Work Environment
IDENTIFIERS- *Australia (Victoria)

This publication contains the three numeracy units of the three levels of Support Materials for Agricultural Training (SMAT) in the area of occupational health and safety: Level 1 (starting), 2 (continuing), and 3 (completing). The units are designed to help the learner improve his or her numeracy skills needed to deal with occupational safety and health. SMAT materials can be used by the individual, with a mentor, or in a group or class. An introduction describes how to use the materials, types of activities, and materials needed. Each level contains agriculture-related mathematics activities. Model answers are provided. Topics covered in Level 1 are graphing and reading graphs. Topics covered in Level 2 are making comparisons and why do we need statistics? Topics covered in Level 3 are cost/risk analysis--single item and cost/risk analysis--whole farm. (YLB)

ED 431 088 CE 078 739

CGEA Record Keeping Kit. Checklists for Assessment, Reporting and Moderation.
PUB DATE- 99
NOTE- 165p.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Adult Basic Education; *Adult Literacy; Check Lists; Foreign Countries; *High School Equivalency Programs; *Literacy Education; Mathematics Skills; Reading Skills; *Recordkeeping; Records (Forms); Speech Communication; *Student Certification; *Student Evaluation; Writing Skills
IDENTIFIERS- *Certificates of General Educ Adults (Australia)

This document, which was developed as a resource kit for Australian teachers of adult learners working toward a Certificate of General Education for Adults (CGEA), contains checklists for use in assessing and recording students' progress in their courses. The kit includes three types of records: assessment records (intended for detailed individual assessment of a single assessment task against all the are investing in work force development and new equipment to boost productivity. Long-term economic health and higher standards of living can be achieved only by accelerating the economy's growth rate and productive capacity. Several factors have contributed to the slowdown in productivity, including rising oil prices and lagging business investment. Some have suggested that changes in the sectoral composition of output make productivity more difficult to measure. During the 1990s, low rates of productivity have been partly due to tight labor markets and unskilled labor pools. Improved education is a partial remedy to the productivity problem. Clearly, efforts to improve all aspects of the education and training system will be critically important and will have serious implications for the future health of the U.S. economy. Raising academic standards, improving teacher quality, and ensuring that companies and individuals invest in their education and training will be important ingredients for boosting productivity and, ultimately, economic growth in the years and decades to come. (MN)

ED 431 106 CE 078 774

Pitkanen, Kari
The Financing of Vocational Education and Training in Finland. Financing Portrait. CEDEFOP Panorama.
PUB DATE- 99
NOTE- 93p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- Apprenticeships; Continuing Education; Educational Environment; *Educational Finance; Educational Legislation; *Educational Trends; Expenditures; *Financial Support; Foreign Countries; Futures (of Society); Government School Relationship; Job Training; National Programs; Political Issues; Postsecondary Education; Resource Allocation; School District Spending; Secondary Education; State Programs; Tables (Data); Trend Analysis; Unemployment; *Vocational Education
IDENTIFIERS- *Finland

The financing of vocational education and training (VET) in Finland was examined. The analysis included consideration of the following: the legal, political, economic, and administrative background to financing of the VET system; European Union, state, regional, municipal, and social partner funding of the various types of initial and continuing VET in Finland; funding of training for unemployed individuals; and the future of VET financing in Finland. The study revealed that the system for funding VET in Finland has changed several times during the 1980s and 1990s. In recent years, the general emphasis has shifted to delegation of responsibility for VET funding to the local and regional levels. Several funding options for the future have been proposed, including abolishing targeted municipal subsidies in favor of general subsidies and instituting performance-based funding. However, a significant number of educational experts believe that no further funding reforms should be made until the current funding system has been allowed to stabilize over the next 5-10 years so that the effects of recent funding reforms can be evaluated fully. (Forty-five tables/figures are included. Appended are the following: outline of legislative development of VET in Finland; glossary; seven tables detailing expenditures on VET; and nine references.) (MN) percent of the educational costs for non-English-speaking students was paid by public funds. (KC)

ED 431 125 CE 078 803

Gibb, Jennifer; Phan, Oanh
Australian Vocational Education & Training. Students with Disabilities 1996: An Overview.
SPONS. AGENCY- Australian National Training Authority, Brisbane.
PUB DATE- 98
NOTE- 28p.; For other documents in this series, see CE 078 801-802.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- *Academic Achievement; *Academic Persistence; *Disabilities; Diversity (Student); *Enrollment; Foreign Countries; Job Training; Postsecondary Education; School Demography; Secondary Education; Tables (Data); *Vocational Education
IDENTIFIERS- *Australia

This publication, drawn from the national collection of vocational education and training (VET) data in Australia, summarizes data that relate to VET students who have identified themselves as having a disability or disabilities in 1996. The publication is organized in seven sections: definitions of disability; 1996 highlights; diversity of the Australian VET system; students with disabilities; courses taken by students with disabilities; module enrollments and outcomes; and 1996 graduates with disabilities. Highlights of the overview include the following: (1) 47,313 students with disabilities were enrolled in VET programs in 1996, representing about 3.5 percent of all VET students; (2) about half of the students with disabilities were male and half were female; (3) 12 percent of VET students with disabilities attended full time and 88 percent attended part time; (4) students with disabilities passed about 56 percent of the modules in which they enrolled; (5) students with disabilities enrolled in more than 11.5 million annual hours, representing 4 percent of the total activity in vocational programs by all students; (6) students with disabilities undertook an average of 245 hours of training each, while students without disabilities undertook an average of 247 hours of training; and (7) 87 percent of the cost of training undertaken by students with disabilities was paid for by the Commonwealth and the State, which is similar to the funding of students without disabilities. (KC)

ED 431 126 CE 078 805

Waterhouse, Peter; Wilson, Bruce; Ewer, Peter
The Changing Nature and Patterns of Work and Implications for VET. Review of Research.
SPONS. AGENCY- Australian National Training Authority, Brisbane.
PUB DATE- 99
NOTE- 61p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Change; Educational Policy; Employed Women; *Employment Opportunities; Employment Patterns; *Family Work Relationship; Foreign Countries; *Job Training; *Staff Development; Unemployment; *Vocational Education
IDENTIFIERS- *Australia

*Creative Activities; Psychotherapy; Therapy

This book is divided into four parts. In Part I, "Serendipitous Suggestion: An Introduction to the Wonderful World of Psychotherapeutic Techniques," a case example of a creative counseling technique implemented by the editor and a colleague is described. This section also discusses six key reasons why techniques can enhance therapeutic effectiveness, and describes the evolution of the book. Also included is a description of the techniques acquisitions process, samples of the information sent to the therapists, and a cautionary note concerning the utilization of the techniques discussed in Part III. In Part II, "The Dark Side of Techniques: Beware of the Milton H. Erickson Clone," more cautionary warnings are offered through the editor's descriptions of failures and successes with his patients along with a list of seven points for therapists to keep in mind when studying the various techniques offered. Part II concludes with comments from one of the therapists solicited to provide creative techniques. In Part III, "Techniques," creative counseling techniques are described from 51 therapists. Each entry names the therapists, gives his/or her affiliation(s) and major works, describes the population for which the technique is intended, provides cautionary notes, and finally, describes the technique. "Part IV: 15 Recommendations for Effectively Implementing Counseling and Therapy Techniques" is a brief list of tips. Of particular interest to school psychologist and counselors are: (1) "Using Stories in Therapy with Children and Families" (Larry Golden); (2) "Memory Work with Children" (Linda Goldman); and (3) "Bibliotherapy" (Bea Wehrly).(MKA)

ED 431 143 CG 029 185

Palmatier, Larry L., Ed.
Crisis Counseling for a Quality School Community: Applying William Glasser's Choice Therapy.
PUB DATE- 98
NOTE- 518p.; Foreword by William Glasser.
LANGUAGE- English
EDRS Price- MF02 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Acquired Immune Deficiency Syndrome; Adolescents; Child Abuse; Children; Conflict Resolution; *Counseling; Counselor Role; *Crisis Intervention; Cultural Pluralism; Death; Depression (Psychology); Elementary Secondary Education; Ethics; Foster Children; Grief; Interpersonal Relationship; Juvenile Gangs; Parent Participation; Reality Therapy; *School Counseling; Sexual Abuse; Students; Substance Abuse; Suicide; Teacher Role
IDENTIFIERS- *Choice Theory (Glasser); Crisis Theory; *Glasser (William)

This book draws upon William Glasser's choice theory, which categorically rejects external control psychology. Part I, "Seeing Crises in a Context," includes: (1) "Managing for Quality in the Schools" (W. Glasser); (2) "Reality Therapy and Choice Theory: Making Personal Choices for a Change" (L. L. Palmatier); (3) "Crisis Theory: Counseling Out-of-Control People" (M. B. Ballou, L. Litwack); (4) "Ethical School Counseling: Managing a Balancing Act" (T. E. Paterson); (5) "Therapist as Teacher; Teacher as Therapist: Evolution of the Responsible Role Model" (B. I. Bratter, C. J. Bratter, T. E. Bratter). Part II, "Crises and Solutions--Personal Traumas," includes: (6) "Handling Personal Problems: Showing Fear, Tears, Inactivity, Apathy, Impulsivity, and Truancy" (L. L.

Bornholt, L. J.
Understanding the Social Basis of Adolescent Body Image.
PUB DATE- 99
NOTE- 19p.; Paper presented at the Annual Conference of the American Educational Research Association (Montreal, Quebec, April 19-23, 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Adolescents; *Body Image; Factor Analysis; Foreign Countries; Intermediate Grades; Secondary Education; Self Concept; Sex Differences; *Social Influences
IDENTIFIERS- Australia (Sydney); Social Identity

It is apparent from current research and professional experience that body image has a strong social basis, but the form of such comparisons is unclear. Therefore, the aim of this study is to examine likely forms of the social basis of adolescent body image. This study compares two approaches to the social basis of body image to ask to what extent do gendered social comparisons and self-categorizations in terms of sense of group belonging and individuality contribute to body image. Two studies were completed. Study 1 comprised 286 boys and 175 girls; Study 2 comprised 172 boys and 283 girls. In Study 1, body image was slightly higher for boys than girls, yet both girls and boys think that most girls have good body image. Gendered social perceptions were influenced by the gender of the observer for same-sex ratings and opposite-sex ratings. Body image of same-sex peers was higher for girls than boys, and body image of opposite-sex peers was higher for boys than girls. In Study 2, for boys, the opposite sex provided the salient social comparison. For girls, salient social comparisons were also with girls. Implications for research, theory, and practice are discussed. (Contains 6 tables, 1 figure, and 18 references.) (Author/MKA)

ED 431 162 CG 029 309

Gropper, Nancy; Froschl, Merle
The Role of Gender in Young Children's Teasing and Bullying Behavior.
PUB DATE- 99
NOTE- 19p.; Paper presented at the Annual Conference of the American Educational Research Association (Montreal, Canada, April 19-23, 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Aggression; *Bullying; Parent Attitudes; Peer Influence; Primary Education; Public Schools; Sex Differences; *Sex Role; Teacher Attitudes; *Young Children
IDENTIFIERS- *Teasing

The purpose of this study was to investigate the role of gender in young children's teasing and bullying behavior. Observations and interviews were conducted with children in K-3 public school classrooms in urban and suburban locales with racially, ethnically, and economically diverse student bodies. The observations documented the gender of initiators and recipients, the nature of initiator and recipient behavior, and the responses of the teachers and adults present. Individual interviews were conducted with at least three children from each of the 25 classrooms included in the study. In the observed incidents, boys initiated three times as many

Instructional Innovation; Intermediate Grades; Middle Schools; United States History
IDENTIFIERS- *Aviation; Feminist Scholarship; Michigan; *Quimby (Harriet); Women Journalists; Womens History

This paper discusses the life and accomplishments of Harriet Quimby, a Michigan woman who was an aviation pioneer (the first licensed woman pilot in 1911) and yet who is largely unknown. The paper appears in conjunction with a biography of Quimby aimed at intermediate students. The paper gives a dramatic account of Quimby's flight across the English Channel on April 16, 1912 and suggests ways that the classroom teacher could integrate Quimby's achievement into the curriculum. It then recounts Quimby's early life following her birth in Arcadia Township, Michigan, on May 11, 1875. Suggestions for incorporating Quimby's early life into the classroom are provided. The paper then turns to Harriet Quimby, the journalist--her profession before she took up flying. Teachers can use Quimby's life as a writer to stimulate the creative writing of students. Since Quimby wanted to write about flight, she convinced the publisher of the magazine to pay for her flight lessons. Harriet Quimby flew 20 years before Amelia Earhart, had Harriet lived (she died while flying in July 1912) she might have become the first person to fly solo across the Atlantic. (NKA)

ED 431 182 CS 216 762

Thomason, Tommy
Writer to Writer: How To Conference Young Authors. The Bill Harp Professional Teachers Library Series.
PUB DATE- 98
NOTE- 75p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Classroom Environment; *Classroom Techniques; Editing; Elementary Education; Junior High Schools; Peer Teaching; Teacher Behavior; *Writing Evaluation; *Writing Instruction; Writing Processes; *Writing Skills
IDENTIFIERS- *Process Approach (Writing); *Writing Conferences

Written for the busy teacher, this book examines classroom writing conferences, one of the most talked about and least practiced strategies in the writing process classroom. Each brief chapter introduces a different facet of the writing conference or the philosophy and classroom practice that undergird it, and each chapter ends with a "something to think about" section to help readers implement the ideas presented. Chapters in the book are: (1) Talking Writing in Writing Workshop; (2) Coach or Editor: What's Your Approach To Teaching Writing?; (3) Writing Conferences as Conversations between Writers; (4) Learning To Talk Writing; (5) What Happens When We Conference?; (6) Learning from the Therapists; (7) Creating Confident Writers: The Effective Use of Praise; (8) How To Question without Interrogating: Using Questions To Focus on Writing Issues; (9) Students Helping Students: Teaching Young Writers To Conference Each Other; (10) Building Editing Skills in Conference; (11) Conferencing To Encourage Revision; (12) Teaching Young Writers To Conference Themselves; (13) Finding Time To Conference; and (14) No Palm Trees in Cincinnati: Establishing an Environment for Teaching Writing. An appendix, by Lois Davila, shares ideas on maintaining running records to keep conferencing running smoothly. (RS)

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Content Analysis; Higher Education; Instructional Effectiveness; Introductory Courses; Learning Activities; *Mass Media; *Research Methodology; *Research Problems
IDENTIFIERS- Data Dependence; News Stories; Theoretical Orientation

This paper contends that teaching students about the dangers of weak communication methodology allows them the opportunity to not accept such studies at face value. The paper details the use in an introductory mass communication course of a study of newspaper coverage concerning the 1969 Santa Barbara, California, oil spill. The paper's close examination of the methodology used suggests that the theoretical basis behind the study is inherently flawed by the use of content analysis which, in this case, leads to simplistic and unwarranted judgments by the researchers regarding how the media were used by oil company executives and Nixon administration officials. It further finds that conclusions were drawn which go far beyond actual content, so that students learning about theory and methodology cannot be pleased at the incorrect conclusions drawn by this study. (Contains 2 references.) (NKA)

ED 431 205 CS 510 096

Reppert, James E.
W. E. B. Du Bois: A Dynamic Communicator and Cultural Iconoclast.
PUB DATE- 96
NOTE- 14p.; Paper presented at the Annual Joint Meeting of the Popular Culture Association and American Culture Association (Las Vegas, NV, March 25-28, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Information Analyses/State-of-the-art Materials (070),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Biographies; *Black Achievement; *Cultural Context; Higher Education; Introductory Courses; *Mass Media; *Scholarship
IDENTIFIERS- African Americans; Biodata; Black Writers; *Du Bois (W E B)

This paper presents a biographical sketch of the prolific African-American writer and sociologist W.E.B. Du Bois, designed as an instructional unit in an introduction to mass communication course which can help make students aware of the roles played by ethnic minorities in shaping American and world media. The paper provides numerous details of Du Bois' life and his experiences and of his outstanding work as a scholar, journalist, and creative writer. Contains 7 references. (NKA)

ED 431 206 CS 510 097

Reppert, James E.
Obtaining Peak Student Performance in a Summer Session Principles of Speech Course.
PUB DATE- 98
NOTE- 10p.; Paper presented at the Annual Meeting of the Kentucky Communication Association (Prestonsburg, KY, September 18-19, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Speeches,

innovations, the report explores the effectiveness of individual departments and the impact of department heads on the teaching/learning process. The data were derived from four research studies. Three studies involved individuals in traditional department-head roles, whereas the fourth study included individuals in nonsubject POR. Results revealed various roles for managers. Study one suggested a role that was more managerial than change facilitator. Studies two and three indicated that even with the valiant efforts of individuals and of groups of department heads, it was almost impossible to facilitate substantial change. Change was unlikely as long as individuals protected the status quo. Results from study four, on the other hand, showed that a nonsubject, organizational structure can successfully facilitate and sustain whole-school change. Overall, when questions began to push the boundaries of the current department head's roles, teaching patterns, and student learning, teachers returned to past practices. Schools remained firmly entrenched in structures that fostered limited questioning. Contains 29 references. (RJM)

ED 431 225   EA 029 871

Wallace, Mike
Combining Cultural and Political Perspectives on Educational Administration: The Best or Worst of Both Conceptual Worlds?
PUB DATE- 99
NOTE- 18p.; Paper presented at the Annual Meeting of the American Educational Research Association (Montreal, Quebec, Canada, April 19-23, 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Administrator Role; Attitudes; *Concept Formation; Cultural Influences; Elementary Secondary Education; Foreign Countries; Instructional Leadership; *Interaction; *Political Influences; Resistance to Change; *School Administration; Teacher Administrator Relationship
IDENTIFIERS- United Kingdom; United States

This paper advocates combining two commonly employed perspectives--the cultural and the political--to overcome the limitations of using either perspective alone to explain and evaluate interactions within educational-administration settings. The mix of concepts adopted within cultural or political perspectives varies, which leads to differing approaches to the problem. The article uses the two perspectives to capitalize on the insights that each perspective can bring, thus avoiding the narrowness of focus inherent in a singular perspective. It discusses the nature of the cultural and the political as metaphors and outlines alternative strategies for combining them. The paper then turns to examples of school management that are critically reviewed from either the cultural or the political perspective. Key concepts incorporated in the proposed dual perspective are defined, followed by case studies in which the perspectives are used to analyze two interactions, one harmonious and one conflictual. Finally, the advantages and drawbacks of the strategy for combining perspectives are reviewed, and the wider applicability of the dual perspective is briefly considered. These applications demonstrate how the combined perspective can be used to unpack the relationship between culture and power while avoiding simplistic assumptions about consensual or conflictual bases of interaction. Contains 21 references. (RJM)

ED 431 243 EA 029 896

Boyle, R.; Boyle, T.; Brown, M.
Commonalities between Perceptions and Practice in Models of School Decision-Making Systems in Secondary Schools in England and Wales.
PUB DATE- 99
NOTE- 18p.; Paper presented at the Annual Meeting of the American Educational Research Association (Montreal, Quebec, Canada, April 19-23, 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Administrator Role; *Administrators; Educational Policy; Foreign Countries; *Participative Decision Making; Principals; *School Administration; School Based Management; Secondary Education; Urban Schools
IDENTIFIERS- *England

This paper examines whether the delegating of whole-school decision making reaches to, involves, and empowers the middle-management level. It looks for evidence of alternative models of management for decision making and identifies commonalities between the perceptions and the practices of headteachers and middle managers. The research for the paper took place in a random sample of 21 urban-area, secondary schools in England. Two semi-structured interview schedules were developed, one for the middle-management representatives and one for the headteacher. The results indicate that there were three different types of schools: the type C school, which showed no evidence of a shared decision-making model; the type B school, which exhibited some movement toward middle-management access to decision making; and the type A school, which operated fully in a shared decision-making model. The decision-making type was not linked to any particular school size. The evidence shows that middle managers are increasingly seeking a greater say in decisions. It is believed that as middle managers come to share organizational values and goals, and have practice in administrative problem solving, organizational learning is enhanced. This belief is reflected in collegial models of education management. (Contains 56 references.) (RJM)

ED 431 244 EA 029 916

Bringing Education into the Afterschool Hours.
PUB DATE- 99
NOTE- 37p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *After School Education; *After School Programs; Compensatory Education; Elementary Secondary Education; Extended School Day; Remedial Programs; School Activities; *Supplementary Education

This booklet provides schools with ideas for using their afterschool programs in new and effective ways to promote student achievement and meet the needs of students and community. It illustrates a variety of activities, separated by subject matter, that are available through the U.S. Department of Education (DOE). These activities include reading programs that integrate a high-quality reading effort so that all

PUB DATE- 98
NOTE- 18p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Academic Standards; Advisory Committees; Curriculum; *Curriculum Development; *Disabilities; *Educational Objectives; Elementary Secondary Education; Policy Formation; *Regular and Special Education Relationship; *State Standards; Teamwork

This paper describes the various approaches taken by six states that have accepted the challenge of establishing goals consistent with other goals and standards established by the state for students participating in alternate assessments and that have created links with the state-adopted curriculum frameworks. The purpose of a curriculum framework is to provide a foundation for teachers to use as a basis for planning instructional programs for students with moderate/severe disabilities. This paper is designed to provide state teams with options for committee purposes, committee representatives, processes for development and next steps, as well as a guide that will help create a foundation for state planning. It begins by discussing the make-up of each state's committee and the development of consistent goals and objectives. Next, efforts of the 6 states (Colorado, Kentucky, Missouri, New Jersey, New York, and West Virginia) included in the review are profiled. Results of the review indicate participants have gone through personal changes because of their work on Curriculum Framework committees, including a renewed sense of professional pride, an increased awareness of vocation, and an increased appreciation for the dedication and commitment to the success of all students. (CR)

ED 431 263 EC 307 242

Olsen, Ken; Bechard, Sue; Kennedy, Sarah; Haigh, John; Parshall, Lucian; Friedebach, Melodie
Alternate Assessment Issues and Practices.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- 98
NOTE- 37p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Academic Standards; *Accountability; Educational Legislation; Elementary Secondary Education; Evaluation Methods; Federal Legislation; Policy Formation; *Portfolio Assessment; *Severe Disabilities; State Programs; *State Standards; *Student Evaluation
IDENTIFIERS- Alternative Assessment; Colorado; Individuals with Disabilities Educ Act Amend 1997; Kentucky; Maryland; Michigan; Missouri; *Testing Accommodations (Disabilities)

This report discusses the 1997 amendments to the Individuals with Disabilities Education Act that require states to develop alternate assessments for students with disabilities who cannot participate in large-scale assessment programs. The report also profiles five state alternate assessment practices that have been developed or are emerging and defines seven issues that must be addressed in developing an alternate assessment, including: why assess, who to assess, what to assess, when to assess, how to assess and score, how to report and use data, and how to engage in development and training. Practices in

LANGUAGE- English
EDRS Price- MF03/PC24 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Adults; Agency Cooperation; Appropriate Technology; *Assistive Devices (for Disabled); *Augmentative and Alternative Communication; Delivery Systems; *Disabilities; Dyslexia; *Educational Technology; Elementary Secondary Education; Employment; Federal Legislation; Gerontology; Individualized Education Programs; *Legal Responsibility; Mobility Aids; Older Adults; Public Policy; Rehabilitation Programs; Robotics; School Responsibility; Special Education; Teacher Education; Transportation

Papers in this conference proceedings focused on the progress and potential of assistive and rehabilitation technology for individuals with disabilities and ways that RESNA members could help these ideas to be realized. Presentations were delivered on the following topics: (1) service delivery and public policy issues; (2) personal transportation; (3) augmentative and alternative communication; (4) drooling; (5) quantitative assessment; (6) special education, including telephone technology for sensory integration, assessing predispositions to technology use in special education, explaining legal ramifications of the appropriate application of assistive technology in the Individualized Education Program, voicing dyslexia remediation, speech evaluation of habilitation training of children with hearing impairments, and innovative interagency collaboration; (7) technology transfer; (8) sensory aids; (9) wheeled mobility and seating; (10) electrical stimulation; (11) computer applications; (12) rural rehabilitation; (13) assistive robotics and mechatronics; (14) job accommodation and employment issues; (15) information networking; (16) gerontology; (17) international appropriate technology; (18) Easter Seal Student Design Competition; and (19) Whitaker Student Scientific Paper Competition. Presentations include references. (CR)

ED 431 282 EC 307 266

Langton, Anthony, Ed.
RECREAbility: Recreation and Ability: Explore the Possibilities! Proceedings of the RESNA '95 Annual Conference (Vancouver, BC, Canada, June 9-14, 1995).
PUB DATE- 95
NOTE- 769p.
LANGUAGE- English
EDRS Price- MF05/PC31 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Adults; Appropriate Technology; *Assistive Devices (for Disabled); *Augmentative and Alternative Communication; Delivery Systems; *Disabilities; *Educational Technology; Elementary Secondary Education; Employment; Federal Legislation; Foreign Countries; Gerontology; Mobility Aids; Multimedia Instruction; Older Adults; Public Policy; *Reading Instruction; Rehabilitation Programs; Robotics; Self Evaluation (Individuals); Severe Disabilities; Special Education; Teacher Education; Transportation; Wheelchairs
IDENTIFIERS- Functional Assessment

Proceedings from this conference focus on the progress and potential of assistive and rehabilitation technology for individuals with disabilities and ways that RESNA members can make the ideas be realized. Presentations are provided on the following topics: (1) service delivery and public policy issues; (2) personal transportation; (3) augmentative and alternative communication; (4) quantitative functional contain technical details of intruder alarm systems, including detection devices, auxiliary equipment, wire-free intruder alarm systems and portable alarms, intruder alarm system control panels, local audible and remote signaling alarms, and central monitoring stations. A glossary is also provided. (GR)

ED 431 301 EF 005 395

A Guide to Energy Efficient Refurbishment. Maintenance and Renewal in Educational Buildings. Building Bulletin 73.
PUB DATE- 91
NOTE- 44p.; Funding assistance provided by the Department of Energy's Energyg Efficiency Office.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Building Operation; Educational Facilities Design; *Educational Facilities Improvement; Elementary Secondary Education; *Energy Management; Foreign Countries; Guidelines; *School Maintenance
IDENTIFIERS- *Cost Containment; England

With little or relatively modest investment, schools being refurbished or undergoing maintenance can make disproportionately large gains in energy efficiency that can also result in large financial savings. This document offers guidance on the selection of appropriate measures that can improve a facility's energy efficiency, depending on the type of building, method of construction, and physical condition of the facility. It provides technical descriptions of the most commonly used measures, followed by examples of a combination of measures as applied to older, heavily constructed buildings and more recently built schools. It describes proven energy efficiency measures undertaken during school refurbishment along with case studies that illustrate the effectiveness of these measures. The case studies include details on economic performance together with descriptions of other benefits not readily expressed in monetary terms, such as improved comfort. Appendices present a description of the measures of economic performance and definition of financial terms, and discuss the creation of "user manuals" by the design team that can guide users in the physical operations of the building and its maintenance. A glossary is provided. (Contains 58 references.) (GR)

ED 431 302 EF 005 396

Thompson, Andy; Williamson, Beech; Tindall, Sarah
Educational Design Initiatives in City Technology Colleges: A Study of Six Schools for 11-18 Year Olds, Having Particular Emphasis on Technology and Science. Building Bulletin 72.
PUB DATE- 91
NOTE- 83p.; Colored photographs may not reproduce clearly.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Case Studies; *Construction (Process); *Construction Programs; *Educational Facilities Design; *Educational Facilities Planning; Foreign Countries; Purchasing; *School

Contains 26 references. (MSE)

ED 431 323 FL 025 871

Jacobs, George M.; Renandya, Willy A.; Bamford, Julia, Ed.
Annotated Bibliography of Works on Extensive Reading in a Second Language.
PUB DATE- 99
NOTE- 59p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Annotated Bibliographies; Classroom Techniques; Educational Strategies; Foreign Countries; *Language Minorities; *Reading Instruction; *Second Language Instruction; *Second Languages
IDENTIFIERS- *Extensive Reading

The bibliography contains 159 annotated citations for works of various kinds relating to the use of extensive reading in second, foreign, and heritage language instruction. An introductory section describes the origins of the citations and construction and use of the bibliography. Citations contain basic bibliographic information and annotations that range from very brief to extensive. (MSE)

ED 431 324 FL 025 872

Pally, Marcia
Sustained Content-Based Teaching for Academic Skills Development in ESL/EFL.
PUB DATE- 99
NOTE- 23p.; Paper presented at the Annual Meeting of the Teachers of English to Speakers of Other Languages (33rd, New York, NY, March 9-13, 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- College Students; Cultural Differences; Educational Needs; *English for Academic Purposes; *English (Second Language); Higher Education; Language Patterns; *Persuasive Discourse; *Rhetoric; Second Language Instruction; Student Attitudes
IDENTIFIERS- *Content Area Teaching

This paper discusses the rationale for using sustained content-based instruction (CBI) to teach English for academic purposes to non- native speakers, drawing on recent research and theory and on both personal experience and a small-scale study of college students. Discussion begins with a look at college and graduate students' needs for both language skills and skills in argumentation, particularly in the conventions of Anglo-American rhetoric. Topics addressed here include cultural, political, and psycho-social questions about English language hegemony and the question of who should learn these rhetorical conventions. Literature on sustained CBI is then reviewed, offering support for it from experience with student frustration, research on its effectiveness, and interviews with students who had studied English in sustained CBI classes. In the interviews, students noted benefits in content-area expertise and learning motivation. Several sustained CBI courses developed by the author are described briefly, with course outlines appended. Contains 30 references. (MSE)

ED 431 325 FL 025 873

teaching than on research for most professors, and having more societal concern with what a college degree consists of. Individual chapters address these issues in the context of students, classrooms, graduate students, professors, tenure, professors and society, history standards, adjuncts and community colleges, and society and higher education. (Individual chapters contain references.) (DB)

ED 431 345   HE 032 108

Lund, Helen
A Single Sex Profession? Female Staff Numbers in Commonwealth Universities.
PUB DATE- 98
NOTE- 104p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- College Administration; *College Faculty; Foreign Countries; Higher Education; Sex Differences; Statistical Data; Tables (Data); Universities; *Women Administrators; *Women Faculty
IDENTIFIERS- *Commonwealth of Nations

This study of numbers of female academic and administrative staff at universities in British Commonwealth nations was based on staff data collected during 1997-98 for the "Commonwealth Universities' Yearbook." The survey covers 30 nations. Survey results are presented separately for academic staff and administrative staff. For academic staff, results are given for overall gender proportions, gender representation by status, gender division among heads of academic departments, and gender representation within selected academic subjects. Results confirm that women are still severely under-represented among full-time staff in both academic and administrative hierarchies of Commonwealth universities. Only at the level of lecturer do academic staff numbers begin to be equal. This trend is more marked in the developed nations, although there is no evidence that the developed countries are more progressive in appointing women to higher levels than their less-developed counterparts. (DB)

ED 431 346   HE 032 109

Lund, Helen
Bridging the Gap? Internet and E-Mail Access within Universities in Developing Commonwealth Countries.
PUB DATE- 98
NOTE- 68p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Access to Information; *Developing Nations; *Electronic Mail; Foreign Countries; Higher Education; *Internet; Surveys; *Technological Advancement; Universities
IDENTIFIERS- *Access to Technology; *Commonwealth of Nations

This study examined the extent to which e-mail and Internet access is available within universities in developing countries in the British Commonwealth. Data were gathered using a survey of 300 institutions in developing Commonwealth countries, and responses by 112 institutions in 19 countries were evaluated. The study concluded that a major gulf exists between developed and developing countries in communications technologies, and

LANGUAGE- English
EDRS Price- MF01/PC15 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- *College Students; *Diversity (Student); *Enrollment Rate; *Enrollment Trends; Ethnic Groups; Foreign Students; Higher Education; Hispanic Americans; Majors (Students); Minority Groups; Place of Residence; Racial Factors; State Colleges; *State Universities; Statistical Data; Tables (Data); Trend Analysis; White Students
IDENTIFIERS- *University of Wisconsin System

This report presents 20 tables of data on the ethnic and racial status of students at the 13 degree-granting institutions which comprise the University of Wisconsin system. Tables are grouped into the following broad areas: (1) enrollment (by level and institution); (2) resident status (enrollment by residence); (3) full-time status (enrollment by gender and full-time status); (4) entrance status (enrollment by level and current entrance status); (5) transfer status (undergraduate transfer students, according to source); (6) student age (enrollment by level and age and by institution); (7) new freshmen (new freshmen mean student credit hours); (8) geographic origin (new freshmen enrollment by Wisconsin county); (9) enrollment by declared major (undergraduate and graduate enrollment by major); and (10) 10-year profile (academic degrees conferred by level with 10-year profile). (DB)

ED 431 366 HE 032 154

Parsons, Beverly A.
Questions Raised by Contrasting School-University Partnerships with Community-University Partnerships.
PUB DATE- 99
NOTE- 22p.; Paper presented at the Annual Meeting of the American Educational Research Association (Montreal, Ontario, Canada, April 19-23, 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *College School Cooperation; Community Development; Cooperative Programs; Elementary Secondary Education; Higher Education; Inservice Education; Partnerships in Education; Professional Education; *School Community Programs
IDENTIFIERS- *Colorado

This paper contrasts two types of university partnerships: first, the Colorado Partnership for Educational Renewal (CoPER), between six higher education institutions and 12 school districts in Colorado; and, second, 10 separate community-university partnerships (CUP). Each CUP was based on an asset (as opposed to a deficit) model and developed and used various strategies classified as either: (1) professional (upgrading job-specific skills of human service professionals); (2) community (increasing the capacity of community residents to address their own needs); or (3) community-professional collaboration (re-educating human services professionals in community-oriented practices while concurrently empowering community residents to advocate for themselves). In contrast, the CoPER programs implemented only the professional strategy. Analysis of each of the three strategies in terms of participants and educational content is provided. The paper suggests that CoPER programs could extend their work by incorporating the perspectives of the community and community-professional collaboration strategies. An appendix briefly describes some examples of community-university partnership education?; (4) which approach to needs assessment should one choose?; (5) what sources and methods might one use for collecting data?; (6) what should one consider when conducting a curriculum development needs assessment?; (7) what factors influence (i.e., inhibit, facilitate) the use of needs assessment results?; and (8) what criteria can be used to evaluate a needs assessment? The scope of the paper is limited to include only interactive television (ITV), its complexities, and its criteria for educational materials. To aid further study, sample distance education needs assessments are cited. (Contains 38 references.) (Author/AEF)

ED 431 385 IR 019 516

Thoms, Karen Jarrett
Teaching via ITV: Instructional Design--PLUS!
PUB DATE- 98
NOTE- 6p.; Paper presented at the Mid-South Instructional Technology Conference (3rd, Murfreesboro, TN, April 5-7, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Audiovisual Instruction; Computer Uses in Education; *Design Preferences; *Distance Education; Guidelines; Higher Education; *Instructional Design; Instructional Effectiveness; Instructional Materials; *Interactive Television; Material Development; Media Adaptation; Teacher Effectiveness; *Visual Aids; *Visual Literacy

Teaching via Interactive Television (ITV) is more than pushing a few buttons. Existing courses taught in the traditional lecture-based format must be modified in order to be effective via ITV. Visual literacy and guidelines which support visual literacy are critical to the success and effectiveness of an ITV course. This paper addresses visual literacy; general instructional design guidelines for materials; and specific guidelines for the creation of transparencies, copystand materials, and computer-delivered presentations intended to be used with a two-way ITV system. (Author/AEF)

ED 431 386 IR 019 517

Carrell, Michael R.; Carlson, Rosemary
Using Distance Learning To Meet a Rural Mission.
PUB DATE- 98
NOTE- 8p.; Paper presented at the Mid-South Instructional Technology Conference (3rd, Murfreesboro, TN, April 5-7, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Audiovisual Instruction; Business Administration Education; Computer Assisted Instruction; Course Evaluation; *Distance Education; Educational Technology; Faculty Development; Guidelines; Higher Education; *Instructional Design; *Interactive Television; *Internet; Masters Programs; Program Development; Rural Areas; *Student Attitudes; Student Surveys; Teaching Methods; Training
IDENTIFIERS- Compressed Video; Morehead State University KY

This paper presents background on distance learning programs at Morehead State University (Kentucky), focusing on the development of the MBA (Master of Business Administration) program. Distance learning faculty training that included use catalog; brief descriptions of online databases (indexes and abstracts); electronic journals (e-journals); the Internet; and CD-ROMs (Compact-Disc Read Only Memory); an introduction to library orientations, classes and workshops; and notes on the Rutgers Request Service (RRS), Interlibrary Loan Service (ILS) and library reserves. Guidelines for finding books and journal articles are also provided, as are helpful tips for library research. (AEF)

ED 431 406 IR 057 366

Hannaford, Marion
Developing Innovative Information Technology Projects.
PUB DATE- 99
NOTE- 13p.; Paper presented at the Annual Meeting of the American Educational Research Association (Montreal, Quebec, Canada, April 19-23, 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- College School Cooperation; Computer Oriented Programs; Computer Uses in Education; Cooperative Programs; Elementary Secondary Education; Foreign Countries; Higher Education; *Information Technology; Instructional Design; Instructional Innovation; Program Development; Teacher Role
IDENTIFIERS- Prince Edward Island; *Technology Implementation; *Technology Integration; Technology Role

As several initiatives relating to integrating the use of information technologies (IT) were started in Prince Edward Island, the Faculty of Education at the University of Prince Edward Island saw a unique opportunity where the merging of some of the initiatives and collaboration among the participants might be more productive and advance the initiatives with a research basis. Thus, a project to facilitate a partnership among teacher educators, pre-service teachers, classroom teachers, teacher-librarians, and Department of Education consultants was started. This paper focuses on the conceptual issues associated with the development of integrated IT projects. These issues include: learning computer skills contextually; examining the changing role of the teacher; identifying a new continuum for integrating IT into the learning environment; and designing projects from the curriculum to the technology. Examples from the mathematics, language arts, social studies and school library programs where IT projects were implemented are used to support and illustrate these points. Contains 19 references. (AEF)

ED 431 407 IR 057 367

The Promise of Global Networks. 1999 Annual Review.
PUB DATE- 99
NOTE- 210p.
LANGUAGE- English
EDRS Price- MF01/PC09 Plus Postage.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- Access to Information; Computer Mediated Communication; *Computer Networks; Computer Security; Foreign Countries; *Information Networks; Information Technology; *International Communication; International Cooperation; *Internet; Telecommunications
IDENTIFIERS- Technology Role

This collection of commissioned papers provides a variety of deviation scores for dependent measures; and trends in cohesion data for treatments/time periods. (Contains 28 references.) (Author/MES)

ED 431 424 IR 057 386

Lassila, Kathy S.; Borton, John D.
Managing Information Technology for Performance: Information Systems Education for Executives.
PUB DATE- 98
NOTE- 14p.; In: Proceedings of the International Academy for Information Management (IAIM) Annual Conference (13th, Helsinki, Finland, December 11-13, 1998); see IR 057 374.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Business Administration Education; Content Analysis; *Course Content; Course Evaluation; Educational Methods; Higher Education; Information Technology; *Instructional Design; *Instructional Development; Learning Strategies; Learning Theories; *Management Information Systems; Masters Programs; Postsecondary Education; School Surveys
IDENTIFIERS- *Course Development; Masters of Business Administration

This paper offers a theory-based course development methodology for the creation of an information systems (IS) course to address the needs of top executives. A survey of institutions offering the Executive MBA (Masters of Business Administration) degree was conducted that focused on: (1) the extent to which the IS course is included in MBA programs; (2) why the IS course has been excluded from some MBA programs; (3) content/topic areas included in IS courses; and (4) processes/learning strategies employed in IS courses. Findings revealed that many executive management programs fail to provide course coverage of important IS management topics. The content and delivery of the IS component of the Executive MBA program can be substantially enhanced through the use of a course development methodology grounded in relevant IS research and theories of adult, individual, and organizational learning. A model course created with a theory-based development methodology was implemented and evaluated by Executive MBA students. Results show that the IS course in Executive MBA programs can be both relevant and valuable for executives when careful attention is paid to the development of course content and process. Key issues in IS management/education are listed, and the model IS course outline is included. (MES)

ED 431 425 IR 057 387

Newson, E. F. Peter; Parent, Michael; Schneberger, Scott
Designing a Core IT Course for Executive MBA Programs: Objectives, Structure, Delivery, and Lessons.
PUB DATE- 98
NOTE- 7p.; In: Proceedings of the International Academy for Information Management (IAIM) Annual Conference (13th, Helsinki, Finland, December 11-13, 1998); see IR 057 374.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Administrators; *Business Administration Education; Course Descriptions; Evaluation Criteria; Higher Education;

increase the quality of teaching practices; encouraged institutions, departments, and individuals to created their own value statements for teaching and learning; and created teaching and learning committees to develop recommendations to support excellence in teaching and learning. Also detailed is how the Alabama College System promotes economic growth through workforce development programs. This has been primarily the work of Alabama's community colleges, which have created flexible class schedules offering evening and weekend courses to accommodate employed students. They have implemented specialized and customized classes and training programs to meet the needs of employers. These programs range from connecting secondary students with employers in after-school training programs to Tech-Prep and Welfare-To-Work programs. The report concludes with a list of nine educational reform goals for Alabamians, including high academic standards, a safe and disciplined learning environment, substantial parental involvement at all levels of education, and appropriate technology for all levels of education. (TGO)

ED 431 444 JC 990 357

Comprehensive Statewide Plan for Postsecondary Education. Revised.
PUB DATE- 98
NOTE- 154p.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Access to Education; College Role; Educational Planning; Educational Quality; *Institutional Mission; Leadership; Master Plans; Partnerships in Education; Postsecondary Education; *Statewide Planning
IDENTIFIERS- *Nebraska

Nebraska's legislature directed the Coordinating Commission for Postsecondary Education to complete the first statewide plan for postsecondary education by July 1, 1992. The Plan is periodically revised to reflect the changing needs of Nebraska and its constituents. Community colleges are addressed in the statewide plan, including discussion of role and mission, instruction, research, public service, geographic service areas, and peer groups. A table lists Nebraska's public community colleges with information on campus location and area counties. Chapters cover: Nebraska's shared vision of postsecondary education for the twenty-first century; roles and missions; providing access; meeting students', employers', and citizen's needs; creating exemplary educational institutions; creating partnerships; operating high quality institutions within the context of limited resources; and the statewide facilities plan. (TGO)

ED 431 445 JC 990 358

What Are Nebraska's Public Policies on Funding Postsecondary Education?
PUB DATE- 99
NOTE- 24p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Community Colleges; *Educational Finance; Educational Policy; Financial Support; Higher Education; *Organizational Objectives; *School Funds; State Colleges;

complete a degree by a continuously enrolled full-time student. Finding show that: (1) 51% of baccalaureate degree seeking students completed their degree within six years; (2) 23% of associate degree seeking students completed their degree within three years, while an additional 31% were still enrolled through year three; (3) 27% of the baccalaureate transfer students completed their degree within six years; and (4) the overall second year persistence is measured at 89% for students identified as full-time during their initial year of study. For part-time students, second year persistence is calculated at 58%. Includes 16 figures and 7 tables. (JJL)

ED 431 464 JC 990 386

Mobility of Graduates from Indiana Public Postsecondary Education. Working Paper.
PUB DATE- 95
NOTE- 27p.; Discussion Item A on the agenda of the meeting of the Commission for Higher Education (November 10, 1995).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- College Graduates; Educational Attainment; Graduate Surveys; *Graduates; Higher Education; In State Students; Migration; Out of State Students; *Physical Mobility; Place of Residence; Population Trends; *Public Colleges; *Relocation; *State Universities; Student Behavior; Tables (Data)

This report addresses the extent to which graduates of Indiana's colleges and universities remain in Indiana, as opposed to moving to another state. Using public institution data from the Commission's Student Information System (SIS) and Driver's License data from the Bureau of Motor Vehicles (BMV), staff tracked the 1990-91 degree recipients to find patterns of students remaining in the state following degree completion. The BMV data allows for a high "hit" rate for matching student data across a stable data source for determining whether a graduate is still in the state following graduation. Institutional scores indicate that the results reported here are not consistent with findings from published alumni analyses. The major findings include: (1) higher degree levels correlate with higher mobility, (2) Indiana residents who receive a degree from a public Indiana college or university tend to remain in the state after graduate, (3) the discipline areas that retain the highest proportion of Hoosier graduates are Trade and Industrial Arts, and Liberal Arts, and Education; while the disciplines that retain the smallest proportion are Engineering-related Studies and Language Arts; and (4) one in ten non-resident students who receive a postsecondary degree from a public Indiana college or university choose to remain in the state after graduation. Contains 6 figures and 16 tables. (JJL)

ED 431 465 JC 990 388

Butler, Steven W.; Grandjean, Burke; Henry, Thomas
Study of Citizen Access to Wyoming Community College Education. WCCC Special Study Domain 1.
PUB DATE- 99
NOTE- 37p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Access to Education; Age Groups; *Community Colleges; *Educational Supply; Educational Trends; *Enrollment;

figures on research activity; and financial data (such as tuition and operating budgets). The following institutions are included: Christopher Newport University, Clinch Valley College, College of William and Mary, George Mason University, James Madison University, Longwood College, Mary Washington College, Norfolk State University, Old Dominion University, Radford University, University of Virginia, Virginia Commonwealth University, Virginia Military University, Virginia Polytechnic Institute and SU, Virginia State University, Richard Bland College, and Virginia Community College System. Brief overviews of each institution precede the data. Individual institution information is preceded by an overview of the Virginia public higher education system. Noteworthy results include: (1) headcount enrollment for fall, 1996 was 292,412; (2) 56% of enrolled students were female, 86% were from in state, and 90% were white; (3) 9,052 associate degrees, 23,515 bachelor's degrees, 8,554 master's degrees, 1,024 doctoral degrees, and 1,210 professional degrees were awarded in 1995-96. (AMA)

ED 431 484   JC 990 411

National Council for Research and Planning. Annual Report, 1997-98.
PUB DATE- 98
NOTE- 14p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Community Colleges; Educational Development; Educational Objectives; Educational Planning; *Institutional Mission; Internet; Research and Development; *Research Projects; Technology; Two Year Colleges; *World Wide Web
IDENTIFIERS- *National Council for Research and Planning; National Council for Research and Planning

The National Council for Research and Planning (NCRP) serves institutional research and planning professionals in two-year, postsecondary educational institutions, and others with a special interest in community college research. This report details each of its ten goals for 1997-98 and relates its current progress in reaching these goals. Goal number one is to develop and update the NCRP Internet site. The website, its linkages, and its features are listed. Goal two is to support the Journal of Applied Research in the Community College. The Council encourages submission of manuscripts and exploring limited electronic distribution of articles and abstracts. Goal three is to support the American Association for Community College's Research Agenda, which the Council has continued by its involvement and membership participation. Goal four is to promote a comprehensive array of services for all members, using printed and electronic communications. Goal five is to continue to broaden and expand NCRP's membership base. Goal six aims to find opportunities to collaborate with members and peer organizations, which are listed. Goal seven seeks to sponsor sessions at the AACC's convention and the Association for Institutional Research Forum. Goal eight seeks to recognize outstanding research and planning practitioners and chief executive officers, and lists these individuals. Goal nine is to conduct a national study on state performance indicators, and reference is made to an available study on the web site. Finally, goal ten, to compile a collection of sample questionnaires for researchers, has led to a list of links on the web site. (JJL) the General Assembly passed a special provision on accountability. An Accountability Task Force was appointed and charged with development of institutional performance standards on critical success factors. The standards are listed in the document. A second task force, the Program Review Task Force, was charged with responding to Senate Bill 27. A third task force, the Performance Measures and Standards Task Force, was appointed to work on the special provision enhancing accountability. As part of a response to the special provision in Senate Bill 1366, the Performance Measures and Standards Task Force recommended sixteen measures for program accountability. The following measures and standards are included: (1) progress of basic skills students; (2) college-level courses; (6) program enrollment; (7) student satisfaction of program completers and non-completers; (8) goal completion of program completers; (9) curriculum student progress and success; (10) employer satisfaction with graduates; (11) employment status of graduates; and (12) client satisfaction with customized training. Each measure includes a description/definition, methodology and data source information, reporting periods and timelines, standards to be met, and a rationale for the standard. Contains 14 references. (AMA)

ED 431 503 JC 990 460

Striplin, Jenny J.
Vertical Transfer: An Examination of Course Transferability in the Non-liberal Arts in California.
PUB DATE- 99
NOTE- 17p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Articulation (Education); College Credits; *Community Colleges; *Curriculum Research; Educational Planning; Flexible Progression; Higher Education; *Institutional Cooperation; Public Education; *Transfer Policy; Universities; Vocational Education

This study examines the transferability of non-liberal arts courses within public postsecondary education in the state of California. The research examines the percentages of courses in the non-liberal arts categories that transfer from the community colleges to the state's public four-year institutions. This study also compares results with a similar study conducted in 1991. Twenty-six community colleges in California were selected. Using course catalogues and class schedules, course transferability was determined and marked next to course listings. Based on the analysis, different patterns of transferability were found with respect to the University of California (UC) System and California State University (CSU) System. Without exception, more of the community college courses transfer to the CSU (72.6% overall) than to the UC (26.7% overall). Findings show that the gap between the UC and CSU regarding the transferability of non-liberal arts courses has widened since 1991, from 32.8% to 46.9%. During this time period, the transferability of most of the subject areas to UC remained stable, while transferability in subject all areas, with the exception of "personal skills and avocational" courses, increased to the CSU. Contains 16 references. (JJL)

ED 431 504 PS 026 782

deal with current debates about boys and masculinity, boys and contemporary cultures, and boys specifically in the context of schooling. The chapters are: (1) "What about Boys?" on the nature of problems experienced by boys and a possible agenda for reform; (2) "Heroes and Villains: Theories of Masculinity and the Schooling of Boys"; (3) "Playing the Game," on the role of masculinity in play and leisure; (4) "Sons and Lovers," on masculinity and family and interpersonal relationships; (5) "Masculinity Goes to School"; (6) "Masculinity at the Margins," on being different from the majority in terms of physical ability, class, race and ethnicity, and sexuality; "(7) "Bad Boys," on masculine disruptive and antisocial behaviors; (8) "Boys and Books"; and (9) "Strategies for Change." Contains extensive notes and a 352 references (HTH)

ED 431 522 PS 027 628

Governali, Joanne
Sex-Role Biases at the Elementary School Level in Mathematics and the Sciences.
PUB DATE- 99
NOTE- 28p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Classroom Environment; Elementary Education; *Elementary School Teachers; *Mathematics; Mathematics Education; Science Education; *Sciences; *Sex Bias; Sex Role; Student Characteristics; *Teacher Attitudes; Teacher Student Relationship

This study investigated 18 elementary school teachers' awareness of sex-role bias in their classrooms. The teachers taught prekindergarten through sixth grade, and were enrolled in an early childhood and elementary education graduate program. Teachers' responses to a questionnaire indicated they were largely neutral in their awareness of sex-role bias against female students, particularly in mathematics and science. Most of the teachers disagreed with the suggestion of greater assertiveness and better math and science achievement among male students and greater verbal skills or confidence among female students. These responses conflict with findings in previous research and even with the teachers' own responses in other areas. Findings suggest the persistence of sex-role bias in elementary schools. Contains 15 references. (JPB)

ED 431 523 PS 027 631

Pergjini, Vesna
The Visual Arts as a Therapeutic Process for Young Children.
PUB DATE- 99
NOTE- 19p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Art Activities; *Art Therapy; *Childrens Literature; Class Activities; Classroom Techniques; *Coping; Early Childhood Education; Elementary School Students; Preschool Children; Preschool Education; Separation Anxiety; Sibling Relationship

This article discusses the use of visual arts activities to help young children cope with separation anxiety and sibling rivalry. Addressed to preschool and elementary school teachers seeking therapeutic classroom activities, the article suggests about their siblings. Chapter 9 describes where to find humor in trying moments in parenting siblings, while chapter 10 describes poignant sibling interactions and relationships, notes the importance of savoring these moments, and discusses the complications in adult sibling relationships. The book's three appendices contain the parents' and children's survey and a reading list of 77 books dealing with parenting issues. (KB)

ED 431 543 PS 027 728

Glenn, Christopher M.
The Longitudinal Study (LAS): Thirteen Year Follow-Up.
SPONS. AGENCY- Franciscan Montessori Earth School, Portland, OR.; Saint Francis Academy, Portland, OR.
PUB DATE- 99
NOTE- 65p.; For Seven-Year Follow-up report, see ED 370 679. For Ten- Year Follow-up report, see ED 403 013.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Academic Achievement; Elementary Secondary Education; Followup Studies; *Lifelong Learning; Longitudinal Studies; Nontraditional Education; *Outcomes of Education; Peer Relationship; Private Schools; Qualitative Research; *Secondary School Students; Self Actualization; Student Attitudes; Student Characteristics
IDENTIFIERS- *Montessori Schools

This study is the fifth assessment in an 18-year longitudinal study begun in 1986 to follow a group of Montessori students who attended the Franciscan Montessori Earth School in Portland, Oregon. Participating were 45 students with an average age of 18 years, about half of whom were in high school and half in college. Students completed an online survey focusing on psychological, social, and vocational issues. The study postulated two hypotheses: (1) the number of Montessori Education Years (MEY) would positively relate to qualities emphasized in Montessori education; and (2) participants with any Montessori education would be at least as successful as the general population. Findings provided considerable support for the first hypothesis, tempered by drop-out sample bias, in terms of life-long learning and self-development. The personal value of life-long learning was identified as most prevalent among students with 10-15 MEY. The striving for self-development was manifested by a strong desire for self-understanding, general personality development, self-direction and discipline, and a strong positive attitude toward social-interactive activities. Evidence that participants with 10-15 and 3-5 MEY were more similar in comparison to participants with 6-9 MEY suggests that the most important factor is a natural predisposition toward a Montessori-compatible lifestyle. The evidence supporting the second hypothesis was strong, with some negative effects reported. (Nine appendices include comments from participants regarding career-oriented volunteer and paid experience, educational philosophy, maximizing the ability to learn, and projective stories. A copy of the online survey is also included.) (KB)

ED 431 544 PS 027 729

Bernard van Leer Foundation Annual Report 1998.
PUB DATE- 98
NOTE- 42p.; For Annual Report 1997, see ED 421 253.
LANGUAGE- English

selection criteria and preparing assessment samples for moderation); records of achievement (intended for recording tasks successfully completed by a learner, showing the individual's progress in achieving the learning outcomes, and recording student self-assessment); and summary sheets (intended for providing an overview of individual learners' progress in all streams, summarizing a class group's level of achievement, and checking that a program covers the required CGEA competencies. The document is divided into five parts. Parts 1-4 contain assessment records and records of achievement for the following CGEA streams: reading and writing, levels 1-4; oral communication, levels 1-4; numeracy and mathematics, levels 1-4; and general curriculum options, levels 1-4. Part 5 consists of summary sheets designed for recording the learning outcomes achieved by students in levels 1-4 of all four CGEA streams. (MN)

ED 431 089 CE 078 741

Singh, Madhu, Ed.
Adult Learning and the Future of Work.
PUB DATE- 99
NOTE- 229p.
LANGUAGE- English
EDRS Price- MF01/PC10 Plus Postage.
PUB TYPE- Books (010),Collected Works - General (020),Reports - Research/Technical (143)
DESCRIPTORS- Adult Education; *Adult Learning; Competence; *Education Work Relationship; Educational Change; Educational Environment; *Educational Needs; Educational Policy; Educational Research; Educational Technology; *Educational Trends; Entrepreneurship; Ethics; Foreign Countries; *Futures (of Society); Global Approach; Informal Education; Job Training; Lifelong Learning; Needs Assessment; Nonformal Education; Policy Formation; Population Trends; *Strategic Planning; Systems Approach; Teacher Attitudes; Trend Analysis; Unions; Vocational Education; Womens Education; Work Environment
IDENTIFIERS- Global Economy

This book contains 15 papers: "Introduction" (Madhu Singh); "Adult Learning and the Transformation of Work" (Paul Belanger); "Future of Work and Adult Learning" (Ettore Gelpi); "The Obligation of Education in the Face of Globalisation" (Nicole Arnaud); "Lifelong Learning and Vocational Education and Training: A Teacher's and Trade Union View" (Hilde Borgir, Renate Peltzer); "Trends of Active Populations: Context and Scope" (J.A. Bofill); "Ethical Implications of Contemporary Trends in Work and Adult Vocational Learning" (Richard G. Bagnall); "Work, Technology and Lifelong Education: Training the Trainers" (Rafael E. Ferreyra); "Technical and Vocational Education, Lifelong Learning and the Future of Work in Zimbabwe" (Charles M. Nherera); "New Competence--A Reform in Norway" (Hilde Borgir); "Traditional Non-formal Vocational Education: The Indian Experience" (C.J. Daswani); "The Potential, Actual and Social Demand for Adult Learning in Argentina: The Situation of Educational Risk and Cumulative Advantage" (Maria Teresa Sirvent); "Social and Cultural Contexts of Vocational Learning in the Informal Sector: Implications for Vocational Education and Training Systems" (Madhu Singh); "Competencies for Innovative Entrepreneurship" (Gunter Faltin); and "UNIFEM United Nations Development Fund for Women Programme in Entrepreneurship Development for Women: An Experience from Lebanon" (Randa el Husseini). Concluding the book is the document "Proposals for Discussion on the Future of Work and Adult Learning," which was contributed to the Second

ED 431 107 CE 078 776

Lloyd, Paul; Mikulecky, Larry
Numeracy in the Workplace. A Comparison of Skill Demands and Skill Levels and Numeracy Skills for Workplace Needs.
PUB DATE- 98
NOTE- 47p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Adult Basic Education; Adults; *Education Work Relationship; *Educational Needs; *High School Equivalency Programs; Job Skills; *Mathematics Instruction; *Numeracy; School Business Relationship; *Workplace Literacy
IDENTIFIERS- *National Adult Literacy Survey (NCES)

Although numeracy demands in today's workplace are rising steadily, the National Adult Literacy Survey (NALS) suggests that many workers do not possess sufficient higher-level numeracy skills. Analysis of the NALS results by occupation reveals that large percentages of workers in a wide variety of industries perform only at the two lower levels of the NALS scale. However, the degree of flexibility and independent working now required of workers corresponds to the three higher levels of the survey. This skills gap needs to be bridged by adult educators who are expert at using workplace context to teach workplace skills. Because many adult educators are now becoming involved in workplace education for the first time, they need guidance in the ways workplace programs differ from more general adult numeracy education. Though workplace programs do often provide traditional General Educational Development and other high school equivalency classes, they also do more by providing several different strands of educational experience. Typical goals of a multistrand workplace program include enhancing job numeracy skills, increasing confidence with numeracy in the home and family, and encouraging further educational experiences. Preparation for teaching these objectives includes the following: analysis of workplace and personal tasks into the skills needed to perform them, custom-designing curriculum around those analyses, and negotiating with funders, management, and workers to produce high-quality programs that will satisfy all parties. (Contains 30 references) (Author/KC)

ED 431 108 CE 078 779

Narushima, Miya
Transformative Learning Theory and the Study of Aging: The Implication of Case Studies of Older Volunteers.
PUB DATE- 99
NOTE- 23p.; Paper presented at the Annual Meeting of the American Educational Research Association (Montreal, Quebec, April 19-23, 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Adult Development; *Aging (Individuals); Case Studies; Foreign Countries; *Midlife Transitions; *Older Adults; Policy Formation; Public Policy; *Public Service; *Volunteers
IDENTIFIERS- *Transformative Learning

The theory of perspective transformation was used as a framework for a study of volunteerism among older adults, examining whether volunteering in community organizations in late

An overview of recent literature on changes in the nature and patterns of work and their implications for vocational education and training (VET) is offered. Changes in the nature and patterns of work present significant challenges to the VET sector. More women have entered the work force; unemployment has reemerged as a significant factor; increasing numbers of workers are employed under part-time and casual arrangements; employment has shifted across industries with declining jobs in manufacturing and increases in service industries; and the work force is less unionized. Knowledge has become a significant new form of capital and businesses are increasingly recognizing its value. Changing work patterns may also alter traditional patterns of living, as work and time outside of work become blurred. Diversity and creativity are needed in responses at all levels of the VET system, from national policy to program provision at the grass-roots level. Managing the needs of diverse clients represents one key tension in VET; managing the tension between overarching national (or state) policy frameworks and more localized needs and concerns is another. Current moves to develop and promote national training packages may provide a means to address the diversity of apparent needs. A paradigm shift is required--from a focus on predetermined content for delivery to an emphasis on effective dialogue with the stakeholders on designs for effective learning. Four areas for further investigation have been identified: developing learning communities, collective competence, workplace learning, and implications for VET work. (Contains 54 references.) (YLB)

ED 431 127   CE 078 806

Anderson, Damon
Competition and Market Reform in the Australian VET Sector.
  Review of Research.
SPONS. AGENCY- Australian National Training Authority, Brisbane.
PUB DATE- 97
NOTE- 78p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Access to Education; *Competition; Educational
  Change; *Educational Quality; Equal Education; Foreign
  Countries; Government Role; *Job Training; *Labor Market;
  Models; Postsecondary Education; Secondary Education;
  *Vocational Education
IDENTIFIERS- *Australia

This report examines current knowledge about the nature, development, and consequences of competition and market reform in the Australian vocational education and training (VET) sector. In the process, the policy context and key aspects of the theory and practice of a competitive training market are analyzed. These other topics related to the training market are discussed: preconditions for an effective training market; failure of the training market; size, structure, and composition of the training market; and types and levels of competition in the training market. Two forms of models of competition and market reform are described. The supply side models include performance agreements, competitive tendering, and preferred supplier arrangements. The demand side models include fee-for-service, user choice, intermediaries, and vouchers. The relative advantages and disadvantages of different resource allocation mechanisms are analyzed. Central policy issues are explored, including the role of government and approaches to the funding and regulation of VET. Six key

Palmatier); (7) "Child Abuse and Neglect: A Guide to Effective Advocacy" (L. Loar); (8) "Substance Abuse in Children and Adolescents: A Family Perspective" (K. Barrett, S. Rafton); (9) "Depression and Suicide: Injecting Hope" (J. C. Park, A. O. Boyd); (10) "Counseling Sexual Abusers" (S. Eckert); (11) "Children and HIV: Concepts and Strategies for Teachers and Counselors" (L. K. Brewer, M. Parish). Part III, " Crises and Solutions--Interactional Traumas," includes: (12) "Handling Interpersonal Problems at School: Improving Relationships" (L. L. Palmatier); (13) "Counseling Children from Foster Families: Challenges for School" (S. Tennyson); (14) "Reducing Cross-Cultural Conflict with Choice Theory" (B. Peltier); (15) "Street Gangs: Coping with Violence in Schools" (M. Peterson); (16) "Death and Childhood Grief" (J. Francis); (17) "Parental Involvement with Certain School Problems" (L. L. Palmatier); (18) "Conflict Resolution Strategies: Using Reality Therapy and Choice Theory to Assist Children in Making Better Choices" (E. W. Chance, P. L. Chance); "Epilogue: Psychology: Science of Charade - Freud's Power Grab" (L. L. Palmatier). Each chapter includes a bibliography and a list of references. (MKA)

ED 431 144 CG 029 186

Megargee, Edwin I.
Megaree's Guide to Obtaining a Psychology Internship. Third Edition, Revised and Expanded.
PUB DATE- 97
NOTE- 280p.; Foreword by Sanford L. Pederson.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Computers; Counselor Training; *Graduate Students; Higher Education; *Internship Programs; Interviews; *Psychology; Resumes (Personal); Supply And Demand
IDENTIFIERS- Application Forms; Competitiveness

This book is designed to help psychology graduate students obtain predoctoral internships in professional psychology. It explains the hidden agendas of internship training directors. Discussions of the recent disparities between the internship supply and demand and evaluation of the competitiveness of various internships are provided. This book presents the latest rules governing internship selection, including the controversial new "don't solicit, don't offer, don't accept, don't use" rule and how to deal with it. A description of computer matching and how it works is provided as well as a discussion on how to determine professional and personal priorities and how to select internships that are best suited to the individual. Also provided is a proven four-step process for preparing a resume including an explanation of how to deal with the new Uniform Application and Verification of Readiness forms. This book also offers advice on effective interviewing and provides a list of possible interview questions. Honest and effective internship negotiation is also discussed. Six appendixes include: (1) Association of Psychology Postdoctoral and Internship Centers policy: Internship offers and acceptances; (2) availability of 1996-1997 positions by region and state; (3) a sample curriculum vita; (4) a sample travel planner; (5) list of questions interviewers ask intern applicants; (6) list of questions intern applicants can ask interviewers. (Contains 86 references.) (MKA)

ED 431 145 CG 029 188

incidents as girls; boys and girls were equally likely to be recipients; physical behavior predominated over verbal regardless of the gender of the initiator; among recipients boys were more physical and girls were more verbal in their responses to boy initiators; and although adults were always present, there was a consistent lack of adult intervention. In interviews with children, their perceptions about the gender of initiators and about the lack of intervention were in keeping with the observation results, and they expressed a unanimous desire for adults to intervene. The educational implications point to the important role that early elementary classroom teachers as well as parents need to play in helping to change the school environment so that teasing and bullying are not so prevalent. Teachers and other school staff as well as parents can be trained to take a proactive stance that will affect what children learn about "acceptable" gender roles in school settings and beyond. (Contains 29 references and 5 figures.) (Author/GCP)

ED 431 163 CG 029 310

DeCarolis, Anthony; Franks, Kristin; Simonin, Danielle; Romano, Kate; Morse, Laura; Podhurst, Amit; Vassalotti, Lauren; Hufner, Pamela; Srebro, Karen; Martella, Joseph; McGee, Jen; Chambliss, Catherine
The Internet: Plague or Panacea. An Evaluation of over 1000 Behavioral Healthcare Sites.
PUB DATE- 99
NOTE- 24p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Behaviorism; Child Rearing; Data Analysis; *Evaluation; *Mental Disorders; Mental Health; *Mental Health Programs; Psychology; *World Wide Web
IDENTIFIERS- Emotional Distress; *Health Counseling

This study provides comparative data describing the quality of 1,175 psychological sites currently available on the Internet. A rating scale was used to assess six dimensions of site quality including accuracy, practicality, normalization and sense of belonging, referral, and feedback mechanisms. One-way ANOVA on the six separate quality items and summary scores revealed significant differences in the quality of ratings across the different topic categories. These categories were parenting problems, health problems, common emotional disorders, and severe mental illnesses. Sites addressing the needs of parents and those with health-related concerns received higher ratings; sites targeting the "worried well" and those with personality disorders received the least strong endorsements. Sites addressing the needs of those affected by severe mental illnesses received moderate ratings. The prevalence of commercial motivation affecting sites targeting the worried well appears to have compromised the quality of many of the sites. Overall, the ratings suggest that the average quality of the current sites was not impressive. Appendixes are "The Explosion of Psychological Help on the Net: Electronic Behavioral Healthcare," the original and revised evaluation form used in the study, and evaluation descriptions. (Contains 1 table and 114 references.) (MKA)

ED 431 164 CG 029 311

Hodges, Jilda; Srebro, Karen; Kane, Jeanette; Fruhwirth, Mary; Chambliss, Catherine

ED 431 183 CS 216 763

Glazer, Susan Mandel
Phonics, Spelling, and Word Study: A Sensible Approach. The Bill Harp Professional Teachers Library Series.
PUB DATE- 98
NOTE- 97p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Childrens Literature; Elementary Education; *Phonics; Reading Instruction; *Spelling; *Spelling Instruction; *Word Study Skills

This concise book shares several sensible, logical, and meaningful approaches that guide young children to use the written coding system to read, spell, and make meaning of the English language coding system. The book demonstrates that phonics, spelling, and word study are essential parts of literacy learning. After an introduction, chapters are: (1) The History, the Strife, and the Charge for Change (discussing such topics as should phonics and spelling be taught in school, study and foibles of the English language, phonemic and morphemic awareness, etc.) ; (2) Teaching Phonics; (3) Teaching Spelling; and (4) Word Study, or Teaching Word Making. Contains 33 references; appendixes contain: a 100-item list of children's literature for use in teaching phonics, spelling, and word study (approximately 100 citations); checklists of behavioral characteristics indicative of reading, writing, or speaking problems; and game and activity formats for spelling, phonics, and word study. (RS)

ED 431 184 CS 216 764

Corliss, Julia Candace
Crossing Borders with Literature of Diversity. The Bill Harp Professional Teachers Series.
PUB DATE- 98
NOTE- 115p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Adolescent Literature; *Childrens Literature; *Diversity (Student); *English Curriculum; Intermediate Grades; *Literary Genres; *Multicultural Education; *Reading Material Selection
IDENTIFIERS- *Multicultural Literature

The purpose of this book is to be a practical tool for those who work with children in grades 4-6 and who wish to make an equitable literature curriculum part of the school-centered reading experiences of the children with whom they work, as well as introduce literature of diversity into their own reading. It is especially meant to provide a user-friendly resource for teachers that will help them increase their knowledge and expand their use of culturally diverse literature in their classrooms. Chapters are: (1) Introduction; (2) A Brief History of Children's Book Publishing of Literature of Diversity in the United States Since 1960; (3) Physical Borders (discussing crossing borders with a city or country or crossing

Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Class Activities; Higher Education; Introductory Courses; Learning Activities; Lesson Plans; *Public Speaking; Student Educational Objectives; *Summer Schools

Teaching the basic public speaking course during the summer session requires the teacher to compress a semester's worth of activities into one month or 20 two-hour classroom sessions, requiring organizational skills to ensure that all relevant instructional activities are addressed. This paper outlines a plan of instruction specifically designed for the summer public speaking course, a plan which allows the flexibility to work in the same way as during the semester. The paper states that in the course, students prepare and deliver three non-graded speeches before delivering a speech for a grade; see videotapes of previous graded speeches; examine compilation notebooks of previous student speech outlines and critiques; see numerous examples of precise visual aids prepared on poster boards by previous students; and learn to use library and Internet resources to add to their credibility as speakers. The lesson plan in the paper is divided into five weeks with material further subdivided into four days for each week. Further informational material (grading criteria, required reading, etc.) is attached. (NKA)

ED 431 207 CS 510 098

Reppert, James E.
Defining Philosophical Constructs of Ethical Journalism in a Market Economy.
PUB DATE- 95
NOTE- 17p.; Paper presented at the Annual Joint Meeting of the Popular Culture Association in the South/American Culture Association in the South (Richmond, VA, October 5-7, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Content Area Reading; *Critical Thinking; *Ethics; *Free Enterprise System; Higher Education; Instructional Effectiveness; *Journalism Education; Student Research
IDENTIFIERS- Professional Concerns; *Professional Ethics

This paper considers the teaching of journalism ethics and suggests readings to help students absorb the discipline and produce an original research paper. The paper also assists students' professional goals upon graduation. Two publications that examine journalistic ethics, "The Virtuous Journalist" (Stephen Klaidman and Tom L. Beauchamp) and "Committed Journalism" (Edmund B. Lambeth) are critically evaluated. It states that "The Virtuous Journalist" explores principles of journalistic morality and examines many relevant ethical areas, including serving the public, escaping manipulation and avoiding harm. The paper explains that in "Committed Journalism", a normative standard of journalism ethics is devised. It weighs the usefulness of both books to inform students and emphasizes that basic underpinnings of professional conduct and research methodology can be obtained by perusing the instructional analyses of "The Virtuous Journalist" and "Committed Journalism." Contains 2 references. (NKA)

ED 431 208 CS 510 100

Swanson, Douglas J.

ED 431 226 EA 029 872

Gantner, Myrna W.; Daresh, John C.; Dunlap, Karen; Newsom, Janet
Effective School Leadership Attributes: Voices from the Field.
PUB DATE- 99
NOTE- 24p.; Paper presented at the Annual Meeting of the American Educational Research Association (Montreal, Quebec, Canada, April 19-23, 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Administrator Effectiveness; *Administrator Role; Boards of Education; Elementary Secondary Education; Instructional Leadership; Parent Attitudes; *Principals; *School Administration; Skill Analysis; Student Attitudes; Teacher Attitudes
IDENTIFIERS- Texas (El Paso)

This paper discusses the integration of four research projects that focus on educational leadership in El Paso, Texas. Each study raised the following critical issue: It is widely recognized that the quality of school leadership correlates with the quality of a particular campus's educational activities. However, traditional methods of leadership development tend to focus on formal input from recognized "experts," which tends to silence other voices interested in how principals should perform their jobs. To investigate this issue, focus groups and one-on-one semistructured interviews were employed. Three focus groups were conducted for parents, three for middle- and high-school students, and three for teachers. All participants were residents or employees in one of the large urban school districts in El Paso. One-on-one, semistructured interviews were also conducted with six school-board members, two from each of three large urban school districts in the area. Results unveiled common themes regarding the desired attributes for effective principals. In general, school-board members valued the technical skills emphasized in principal-preparation programs, but parents, teachers, and students emphasized relationships over managerial skills, citing effective communication techniques as the avenue principals should use to strengthen bonds among stakeholders. Contains 27 references. (RJM)

ED 431 227 EA 029 874

Trider, Don
Leadership in a Turbulent Policy Environment. Implications for School Leaders: Evidence from the Field.
PUB DATE- 99
NOTE- 14p.; Paper presented at the Annual Meeting of the American Educational Research Association (Montreal, Quebec, Canada, April 19-23, 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Administrative Change; *Administrator Attitudes; Administrator Effectiveness; *Administrator Role; Educational Change; Elementary Secondary Education; Foreign Countries; *Instructional Leadership; Leadership Responsibility; *School Administration; Student Transportation
IDENTIFIERS- Nova Scotia

This paper examines the turbulent policy environment of school-district leaders by placing five topics under the microscope.

children can read well by the end of the third grade. Two DOE programs--America Reads Work-Study Program and the Reading Excellence Program--are described. The next section details suggestions for mathematics instruction and includes a description of the American Counts Challenge, a multifaceted initiative to help all students boost their achievement in mathematics. Other materials include college-readiness outreach programs, such as Project GRAD and the Early Scholars Outreach Program; teacher recruitment in afterschool programs, including advice on how to integrate teacher training; technology in afterschool programs; the arts and afterschool programs; strong, safe, disciplined, and drug-free schools; and parent-involvement tips, such as accommodating family schedules and making afterschool programs affordable. Contact information and other sources of information are listed at the end of each section. (RJM)

ED 431 245 EA 029 920

Fowler, William J., Jr., Ed.
Selected Papers in School Finance, 1997-99.
PUB DATE- 99
NOTE- 135p.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Collected Works - General (020),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Economic Impact; *Educational Economics; *Educational Finance; Elementary Secondary Education; *Financial Policy; Financial Support; Inflation (Economics); *School District Spending; Teacher Salaries

This volume addresses issues of interest to the education-finance community. Its five articles are intended to promote the exchange of ideas among researchers and policymakers. The papers address advances in measuring education inflation and adjusting for it; the emergence of a new focus upon spending at the school level; new, private sources of funding for public education; and a review of state of the art educational productivity assessment. The first paper, "Adjusting for Differences in the Costs of Educational Inputs" (Eric Hanushek), discusses complexities in deflating educational revenues and the inflationary implications affecting educational dollars. The next paper, "An Alternative Measure of Inflation in Teacher Salaries" (Dan Goldhaber), develops a cost index using data from an annual survey of individuals from the labor market. This is followed by "School Districts and Spending in the Schools" (Amy Ellen Schwartz), which examines the distribution of spending in Ohio schools. The nontax sources of revenue are examined in "New Revenues for Public Schools: Alternatives to Broad-Based Taxes" (Michael Addonizio) with a focus on how these nontraditional revenues affect Michigan schools. The final paper, "Modern Education Productivity Research: Emerging Implications for the Financing of Education" (David Monk, Jennifer King Rice), looks at education production as a useful device for those striving to improve the performance of school systems. (Individual papers contain references.) (RJM)

ED 431 246 EA 030 104

Protecting Students from Harassment and Hate Crime: A Guide for Schools. Revised.
PUB DATE- 99
NOTE- 146p.; This new edition supersedes the same document dated

Colorado, Kentucky, Maryland, Michigan, and Missouri are described. As appropriate to its stage of alternate assessment development, each state report describes background and context, foundations, eligibility, content standards, assessment procedures, scoring, reporting and use, professional development, development and management, and effects. Findings indicate that most states are attempting to develop the alternate assessment as an extension of the general assessment system, with an emphasis on both accountability and program improvement. Eligibility criteria are still evolving, but it was found the alternate assessments are intended for students who have the most significant disabilities. (CR)

ED 431 264 EC 307 243

Traumatic Brain Injury. Fact Sheet Number 18.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- 99
NOTE- 6p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Elementary Secondary Education; *Head Injuries; *Incidence; *Neurological Impairments; Student Characteristics; *Student Needs; *Symptoms (Individual Disorders); *Teacher Role; Teaching Methods
IDENTIFIERS- *Academic Accommodations (Disabilities)

This fact sheet describes traumatic brain injury (TBI), an injury of the brain caused by the head being hit by something or being shaken violently. It discusses the incidence of TBI, and describes its symptoms as changes in thinking and reasoning, understanding words, remembering things, paying attention, solving problems, thinking abstractly, talking, behaving, walking and other physical activities, seeing and/or hearing, and learning. Tips for parents and teachers of children with TBI are provided. Teachers are urged to: (1) find out as much as they can about the child's injury and his or her present needs; (2) give the student more time to finish schoolwork and tests; (3) give directions one step as a time; (4) show the student how to perform new tasks; (5) have consistent routines; (6) check to make sure that the student has actually learned the new skill; (7) show the student how to use an assignment book and a daily schedule; (8) realize that the student may tire quickly; (9) reduce distractions; (10) keep in touch with the student's parents; and (11) be flexible about expectations. A list of resources and organizations that provide information on TBI is included. (CR)

ED 431 265 EC 307 244

Obiakor, Festus E., Ed.; Schwenn, John O., Ed.; Rotatori, Anthony F., Ed.
Multicultural Education for Learners with Exceptionalities. Advances in Special Education Series, Volume 12.
PUB DATE- 99
NOTE- 242p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- American Indians; Asian Americans; Community

assessment; (5) special education, including multimedia for assistive technology training and recruitment, interface specification for children with severe physical disabilities using robotics or other assistive technology, documenting assistive technology use, and the use of observation via audiotapes and computer spreadsheets to improve oral reading; (6) technology transfer; (7) sensory aids; (8) wheeled mobility and seating; (9) electrical stimulation; (10) computer applications; (11) rural rehabilitation; (12) assistive robotics and mechatronics; (13) job accommodations; (14) information networking; (15) gerontology; (16) international appropriate technology; (17) personal assistance services and assistive technology; (18) universal access; (19) cognitive disability and technology; (19) rehabilitation engineers; (20) development toward a direct brain interface to control assistive technologies; and (21) Whitaker Student Scientific Paper Competition. Presentations include references. (CR)

ED 431 283 EC 307 267

Langton, Anthony, Ed.
Exploring New Horizons...Pioneering the 21st Century (Salt Lake City, Utah, June 7-12, 1996). Volume 16.
PUB DATE- 96
NOTE- 517p.
LANGUAGE- English
EDRS Price- MF02/PC21 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Accessibility (for Disabled); Adults; Appropriate Technology; Art Activities; *Assistive Devices (for Disabled); *Augmentative and Alternative Communication; Communication Aids (for Disabled); Computer Software; Delivery Systems; *Disabilities; Early Childhood Education; *Educational Technology; Elementary Secondary Education; Employment; Federal Legislation; Infants; Mathematics Instruction; Mobility Aids; Play Therapy; Rehabilitation Programs; Robotics; Science Instruction; Severe Disabilities; Special Education; Teacher Education; Toddlers; Transportation; Wheelchairs
IDENTIFIERS- Functional Assessment

Proceedings from this annual conference focused on the progress and potential of assistive and rehabilitation technology for individuals with disabilities and ways that RESNA members can make the ideas realizable. Presentations are provided on the following topics: (1) service delivery and public policy issues; (2) personal transportation; (3) augmentative and alternative communication; (4) drooling; (5) quantitative functional assessment; (6) special education, including development of an extendible below-knee pediatric prosthesis, a pediatric therapeutic playstation, art making and assistive devices, telementoring and collaborative learning for students with disabilities, assistive technology for the sports enthusiast, electronic meeting software as a planning tool for assistive technology service delivery to infants and toddlers, making mathematics and science accessible to students with blindness, and design of an assistive communication device; (7) technology transfer; (8) sensory aids; (9) wheeled mobility and seating; (10) electrical stimulation; (11) computer applications; (12) rural rehabilitation; (13) assistive robotics and mechatronics; (14) job accommodation and employment issues; (15) information networking; (16) international appropriate technology; (17) assessment of assistive technology needs for infants, toddlers, and preschoolers with disabilities; (18) universal access; (19) cognitive disabilities and technology; (20) occupational

Construction; Secondary Education; *Secondary Schools; Urban Schools
IDENTIFIERS- *City Technology Colleges (England); England; Learning Environment

Six City Technology Colleges (CTCs) were all site selected, built, and opened in under 2 years without being compromised by expense or loss of quality. This document examines this "fast-track" method of building projects using case studies of each school that illustrate the CTC concept and process. The CTC initiative is described including discussions of its funding and ethos, educational characteristics and objectives, curriculum framework, building objectives, and project management concepts. The case studies explore the different forms of building contracts used (management forms, design and build, and measured term), furniture procurement methods, the school design development that supported the educational objectives, the inclusion of technology that met or exceeded the minimum requirements for technology and science, and the creation of a learning environment that supported cross curricular activity with increasing use of technology throughout the curriculum. Each case study includes floor plans and photographs. (GR)

ED 431 303 EF 005 397

Whitehouse, B.; Patel, M.; Gofton, K.
Closed Circuit TV Surveillance Systems in Educational Buildings: Crime Prevention in Schools. Building Bulletin 75.
PUB DATE- 91
NOTE- 27p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Closed Circuit Television; *Crime Prevention; Elementary Secondary Education; Foreign Countries; *Policy Formation; *School Security; Video Equipment
IDENTIFIERS- England; *Surveillance Systems

Recent years have shown an increase in arson, theft, and vandalism committed in educational facilities resulting in a need for managers to formulate security policies. This document provides technical advice and guidance on policy for the design, specification, installation, maintenance, operation, and management of closed circuit TV (CCTV) systems in all types of educational facilities. It also includes case studies and gives elemental costs which allow estimates to be made. The appendix examines CCTV system hardware, including cameras and lenses, monitors, cabling and wiring, and types of video recorders. (GR)

ED 431 304 EF 005 419

Swimming Pool Guidelines. 1997 Edition.
PUB DATE- 97
NOTE- 26p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Design Requirements; *Educational Facilities

Lapadat, Judith C.

Family, Culture, School, and Community: Reflections on Language and Literacy Development.

PUB DATE- 99

NOTE- 31p.; Paper presented at the Annual Meeting of the American Educational Research Association (Montreal, Quebec, Canada, April 19-23, 1999).

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Adults; *Cultural Context; Elementary Secondary Education; *Family Influence; Females; Foreign Countries; *Language Acquisition; *Language Role; *Literacy Education; Personal Narratives; *School Role; Student Journals; Womens Education

IDENTIFIERS- Childhood Experiences

A study qualitatively analyzed the recollections of nine women concerning their early language and literacy development as it related to the family, cultural, school, and community experiences and contexts. Subjects were enrolled in a graduate education seminar in language development, ranged in age from 24 to 48 years, and had diverse professional experiences, personal backgrounds, and language backgrounds. The students kept journals reflecting on their personal histories of language and literacy development, particularly from preschool years to the end of adolescence, recalling significant events, situations, and people in their learning and ways in which their learning and language use made a difference in their lives. Inductive schematic analysis of the entries was conducted to discover themes and patterns within and across individual experiences in nine topic areas: family and home; peers/friends; school/teachers; books/literacy; oral/aural traditions and experiences; culture and language(s); community/environment; perceptions of self (characteristics and experiences); and trauma and major life events. Results are summarized in each topic area, and some general conclusions are drawn. Contains 26 references. (MSE)

ED 431 326 FL 025 875

Schimmoeller, Margaret A.

The Influence of Private Speech on Writing Development: A Vygotskian Perspective.

PUB DATE- 99

NOTE- 45p.

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- Classroom Techniques; Educational Strategies; Grade 1; *Journal Writing; Kindergarten; Kindergarten Children; Language Research; Language Role; *Linguistic Theory; Primary Education; Skill Development; *Speech; Student Journals; Writing Instruction; *Writing Skills

IDENTIFIERS- *Private Speech; *Vygotsky (Lev S)

This paper presents a portion of a larger study testing assumptions from Lev Vygotsky's spontaneous private speech theory and the relationship between private speech (overt self-talk) and writing development. Sixteen kindergarten and first-grade children were observed over time in natural classroom settings to note changes in private speech and writing performance while writing journals. Results supported Vygotsky's prediction for increased task-relevant private that a significant injection of funds will be needed if this is to be bridged. Overall, the study found Internet access has been achieved, at some level, in about a quarter of accredited university-level institutions, while e-mail access has reached about 45 percent of institutions. Generally, Internet access is more widespread in Asia, the Caribbean, and the Asian-Pacific region than in Africa. The majority of higher education institutions surveyed had achieved connectivity only within the last three years. More than 50 percent of respondents relied on analogue dial-up access via a modem, and almost half the institutions relied on common terminals (in some cases, only one) to provide Internet and e-mail for the whole university community. Appendices include the questionnaire used, a list of World Wide Web addresses, and a list of e-mail addresses. (Contains 23 references.) (DB)

ED 431 347 HE 032 110

Lund, Helen
Joining Hands: A Survey of Non-Academic Collaboration between Commonwealth Universities.
PUB DATE- 98
NOTE- 41p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *College Administration; *Cooperative Programs; Foreign Countries; Higher Education; *International Cooperation; *Regional Cooperation; Surveys; Universities
IDENTIFIERS- *Commonwealth of Nations

This survey of 100 universities in British Commonwealth nations examined the extent of nonacademic collaborative efforts. Responses from 41 institutions in seven countries (Australia, Canada, Hong Kong, New Zealand, South Africa, Sri Lanka, and the United Kingdom) were analyzed. The study found that the nonacademic areas which currently are the focus of most of the collaborative activity are libraries/information services; estates management; management information; and purchasing. Collaborative activity was also reported in the areas of admissions, human resource management, marketing, staff development, and student services. The areas of alumni management, internal audit, student accommodation, laboratory equipment/use, industrial liaison, financial management (with the exception of insurance services), and catering/food services were rarely reported as involving collaboration. Most collaboration takes place on a regional scale, with few respondents citing instances of international cooperation. Benefits of collaboration reported by respondents included lower costs, better customer service, a more efficient use of staff, cheaper and/or better staff development, shared expertise and problem-solving, and increased lobbying power. Difficulties cited included heavy costs for some partners in joint projects, problems arising from different cultures within institutions, and conflicts between institutional and consortium/group agendas. A categorized list of areas covered by the survey is appended. (Contains 56 references.) (DB)

ED 431 348 HE 032 111

Public University Follow-Up Studies: Baccalaureate Class of 1997 and the Senior Class of 1999.
PUB DATE- 99
NOTE- 22p.; Item #13 on the agenda presented at the Illinois Board of Higher Education Meeting (June 8, 1999).

work. (DB)

ED 431 367 HE 032 155

Trower, C. Ann
FAPA: Faculty Appointment Policy Archive, 1998. CD-ROM.
SPONS. AGENCY- Pew Charitable Trusts, Philadelphia, PA.
PUB DATE- 98
NOTE- 0p.; System requirements: Windows 3.0 or higher, local or network hard drive, CD-ROM drive, 8MB of hard disk.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- nternal Audit Experience" (Alex Dunlop, Trevor Hassall, and Maggie Challi
DESCRIPTORS- *College Faculty; Databases; Educational Policy; *Faculty Recruitment; Higher Education; Optical Disks
IDENTIFIERS- Harvard University MA

This CD-ROM presents 220 documents collected in Harvard University's Faculty Appointment Policy Archive (FAPA), the ZyFIND search and retrieval system, and instructions for their use. The FAPA system and ZyFIND allow browsing through documents, inserting bookmarks in documents, attaching notes to documents without modifying them, and selecting portions of text to print or export. An accompanying user's guide covers the following topics: (1) an introduction to FAPA; (2) system requirements, installing and starting FAPA; (3) conventions used in FAPA; (4) using the main menu; (5) searching FAPA; (6) bookmarks and notes; (7) format options; (8) printing searches; and (9) exiting FAPA. (DB)

ED 431 368 HE 032 156

Darling-Hammond, Linda, Ed.; Sykes, Gary, Ed.
Teaching as the Learning Profession: Handbook of Policy and Practice. Jossey-Bass Education Series.
PUB DATE- 99
NOTE- 426p.; For the "What Matters Most" report, see ED 395 931. Foreword by Lee S. Shulman.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Collected Works - General (020)
DESCRIPTORS- *Educational Policy; Educational Practices; Educational Research; Elementary Secondary Education; *Faculty; Higher Education; Research and Development; *Teacher Education; Theory Practice Relationship

The 13 papers in this collection, which served as the basis for policy recommendations in "What Matters Most," a major report of the National Commission on Teaching and America's Future, synthesize important research in the fields of teaching and teacher education. Emphasized throughout is the importance of a significant and sustained investment in well-educated professional teachers. Following an introductory chapter, by Gary Sykes, "Teaching as the Learning Profession," papers are grouped into four sections: teacher education, teacher professional development, organizations for teacher learning, and policies for teacher learning. The papers are: (1) "Developing Practice, Developing Practitioners: Toward a Practice-Based Theory of Professional Education" (Deborah Loewenberg Ball and David K. Cohen); (2) "Aligning Teacher Education with Contemporary K-12 Reform Visions" (Magdalene Lambert and Deborah Loewenberg Ball); (3) "The Role of Preservice Teacher Education" (Mary M. Kennedy); (4) "Preparing Teachers for Diversity: Historical Perspectives, Current Trends, and Future Directions" (Gloria Ladson-Billings); (5)

of the technology, pedagogy alternatives, and the basic "Do's and Don'ts" of distance learning is summarized. These basic "Do's and Don'ts" for two-way audio/video and Internet distance learning, developed by several distance learning faculty, are listed. Findings of distance learning surveys that evaluated MBA students' perceptions of compressed video and Internet courses compared to traditional classrooms are discussed. Based on the results of the assessment surveys, it is concluded that students are satisfied with both the technology and the quality of learning. Two figures present survey results. (AEF)

ED 431 387 IR 019 518

Formosa, Jim
Are You Sure You Want To Train Faculty To Develop Web-Based Instruction?
PUB DATE- 98
NOTE- 7p.; Paper presented at the Mid-South Instructional Technology Conference (3rd, Murfreesboro, TN, April 5-7, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- College Faculty; Computer Software; Computer Uses in Education; Educational Principles; *Faculty Development; Higher Education; *Instructional Design; *Instructional Development; Instructional Effectiveness; Material Development; Technical Institutes; Training; Undergraduate Study; Workshops; *World Wide Web
IDENTIFIERS- Course Development; Nashville State Technical Institute TN; Technology Implementation

This paper describes a year-long program which is in place at Nashville State Technical Institute (Tennessee) to train faculty in the development of World Wide Web-based instruction. The program is based on seven principles that assert that good practice in undergraduate instruction encourages student-faculty contact, encourages cooperation among students, encourages active learning, gives prompt feedback, emphasizes time on task, communicates high expectations, and respects diverse talents and ways of learning. The paper maintains that much of the instruction that is currently on the Web fails in two respects: it is not good instruction and it is not implemented well from the standpoint of using currently available Web technologies. The program currently in place attempts to use free or nearly free tools that are widely available to implement Web-based instruction. This paper summarizes content and goals for each of the following seven sessions that comprise the year-long program: (1) Introduction; (2) Site design; (3) Introduction to Netscape Composer; (4) Navigation; (5) Modifying and imbedding JavaScripts; (6) Preparing PowerPoint for the Web and uses of WebBoard; and (7) Wrap-up session for the first year. Successes and the shortcomings to date are detailed. (Contains 42 references.) (Author/AEF)

ED 431 388 IR 019 519

Clayton, Maria A.
Computer-Assisted, Portfolio-Based Composition: The Next Step for Freshman Composition at MTSU.
PUB DATE- 98
NOTE- 9p.; Paper presented at the Mid-South Instructional Technology Conference (3rd, Murfreesboro, TN, April 5-7, 1998).

perspectives on the impact of global information networks. The following articles are included: "The Promise of Global Networks: An Introduction" (Jorge Reina Schement); "Architecture and Expectations: Networks of the World--Unite!" (Marjory S. Blumenthal); "The Regulation of Global Networks: A European Perspective" (Luigi Prosperetti); "The Internet in the Other Three-Quarters of the World" (Bella Mody); "Business on the Net: A Primer on New Realities" (Richard D. Taylor); "How Will Work Change? E-Lancers, Empowerment and Guilds" (Thomas W. Malone and Robert J. Laubacher); "Global Networks Toward New Communities" (John D. H. Downing); and "Cybercrime, Cyberterrorism, and Network Warfare" (John M. Fabry). A brief profile of each author is provided. Individual papers contain endnotes. (AEF)

ED 431 408 IR 057 368

Reese, Jean
Internet Books for Educators, Parents, and Students.
PUB DATE- 99
NOTE- 299p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reference Materials - Bibliographies (131)
DESCRIPTORS- Adolescent Literature; Books; Childrens Literature; Computer System Design; Curriculum Development; Educational Resources; Fiction; *Information Sources; *Internet; Nonfiction; Reference Materials
IDENTIFIERS- Electronic Resources

This book is a reference guide to more than 100 Internet books. The book is divided into six chapters covering: (1) general Internet books; (2) books for educators and librarians; (3) books for parents, children, and students; (4) books for use in curriculum development; (5) juvenile fiction; and (6) books for web page design and creation. Within each chapter, entries are in alphabetical order by title, followed by author's name, publisher information, date, web address, number of pages, series title (if any), ISBN number, type of binding, cost, software information (when available), and an annotation that describes as well as offers evaluative comments. Types of books include tutorials, guides, fiction works for children and adolescents, and curriculum resource collections, which are often compendiums of web sites. Includes an author/title index. (AEF)

ED 431 409 IR 057 370

Guidelines for Library Services for People with Mental Retardation.
PUB DATE- 99
NOTE- 19p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Academic Libraries; Access to Information; Elementary Secondary Education; *Guidelines; Higher Education; Information Sources; Library Associations; *Library Services;

*Information Technology; *Instructional Design; *Instructional Development; *Management Information Systems; Masters Programs; Professional Development; Student Evaluation

IDENTIFIERS- *Course Development; Masters of Business Administration

This paper discusses the unique challenges posed by executives in MBA (Masters of Business Administration) programs and how these challenges can be met insofar as the core information technology (IT) course is concerned, drawing on the experience of the teachers' across four programs, live and on video, over two years, involving more than 250 executive participants. The first section of the paper provides background, including: assumptions about students and course structure; implications for course design related to student learning objectives, student attitude/values, content, structure, experience, time, and evaluation; and the executive MBA environment for this study, as well as issues specific to IT. The student evaluation scheme for a course designed from these assumptions, implications, and environment is presented, including criteria for class participation, learning log, group presentation, and technology book article. An outline of an eight-session information management course is appended. (MES)

ED 431 426 IR 057 388

Randall, Cindy H.

A National Study Assessing Computer Technology Master Plans To Meet Needs of College Students & Faculty.

PUB DATE- 98

NOTE- 10p.; In: Proceedings of the International Academy for Information Management (IAIM) Annual Conference (13th, Helsinki, Finland, December 11-13, 1998); see IR 057 374.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150),Test, Questionnaires, Evaluation Instruments (160)

DESCRIPTORS- Business Administration Education; *Computer Uses in Education; Educational Equipment; *Educational Planning; Educational Technology; Futures (of Society); Higher Education; *Information Technology; National Surveys; Questionnaires; School Surveys; Student Needs

IDENTIFIERS- *Academic Computing; American Assembly Collegiate Schools of Business; Business Schools; Teacher Needs; *Technology Plans

The primary purpose of this study was to gather information concerning programs that are in place to address increasing academic computing needs in order to: provide information concerning strategies that universities and schools of business are using to meet demand for computer hardware, software, and printing; identify master plans and programs being pursued to satisfy anticipated future needs; and address programs in place that coordinate the migration and/or retirement of existing computers. A survey instrument was sent to deans of 792 AACSB (American Assembly of Collegiate Schools of Business) member schools. A total of 135 surveys were returned; over half of the schools that responded have plans in place that allow them to meet technology demands in the future and that address the migration and/or retirement of existing computers. Findings are summarized related to issues addressed in the master plans, time frames for hardware replacement, and differences between universities with master plans and other universities. Three tables present data on funding of new equipment purchases, tests of significance of master plans for meeting future needs,

State Universities
IDENTIFIERS- *Nebraska

This document explores Nebraska's current public policies and practices that impact the funding of postsecondary education. These policies and practices have developed over time in response to the needs of the state. Many of the policies are statute and have not been formally adopted, but are reflective of legislative practice, past patterns appropriations, governing board practice, or past decisions within Nebraska. Among the 27 explicit or defacto policies in effect are the following: (1) the state of Nebraska invests significantly in postsecondary education, with nearly one-fourth of Nebraska's general fund appropriation going to the public postsecondary system; (2) tuition and fees at public four-year institutions are comparatively low, while fees at the two-year institutions are about average; (3) state-funded financial aid for needy students is modest, about $4.5 million for need-based grants in 1998-99; (4) the state seeks to maintain a high level of access, with Nebraska ranking third nationally in the proportion of high school graduates going on to postsecondary education; (5) property taxes are the largest source of revenue for most community colleges; (6) public institutions are encouraged to supplement state funding with other revenue sources; (7) the state provides comparatively strong support to the university for research; and (8) the state's appropriation process does not use performance-based indicators. (TGO)

ED 431 446   JC 990 360

Planning Report, 1999-2003.
PUB DATE- 99
NOTE- 102p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Access to Education; Accountability; Community Colleges; *Educational Finance; Enrollment; Higher Education; Master Plans; *Mission Statements; Planning Commissions; *Program Evaluation; State Universities
IDENTIFIERS- *Performance Indicators; University and Community College System of Nevada

This report, submitted by the Board of Regents of the University and Community College System of Nevada (UCCSN), outlines anticipated programs and expansion of existing programs, anticipated costs and resources, and other information concerning the comprehensive planning of the UCCSN for the next 4 years. The first section of the report includes the mission statements for the campuses and the UCCSN; the system's strategic directions, and a summary of the most recent Board-approved academic master plans for each campus. The second section reports selected indicators of access and productivity for the system's performance over the last biennium. For the first time, the Board of Regents has adopted systemwide performance indicators that demonstrate the progress of the UCCSN in the areas of access, productivity, state needs, and quality. From fall 1988 to fall 1998, the student population of UCCSN increased by 55%, and the average annual full-time equivalent increased by 76%. From 1980-81 to 1997-98, the number of degrees and certificates awarded increased from 2,638 to 6,629. The third section provides justification for the 1999-2001 biennial budget request. Appended are the system's and institutions' mission statements, an index of degrees awarded, and UCCSN Performance Indicators. (TGO)

*Enrollment Influences; *Enrollment Projections; Enrollment Rate; Enrollment Trends; Population Trends; Two Year Colleges; Unemployment
IDENTIFIERS- *Wyoming Community College System

This study of Wyoming citizen access to community college education explores several factors related to college enrollments over the period of 1990-1997, and examines projected student enrollments, 1998-2006. Included topics are: (1) age characteristics of the Wyoming population (1990-1997); (2) age characteristics of credit headcount enrollments in the Wyoming College System (1990-1997); (3) penetration rates of Wyoming colleges into Wyoming counties (1990-1997); (4) projected changes in population and age demograpnics in Wyoming (1998-2006); and (5) projected enrollments in Wyoming Colleges (1998-2006). Wyoming population data were obtained from the US Census Bureau and the Wyoming Division of Economic Analysis (EA). The study found that between 1990 and 1997, an increased percentage of college system enrollment was due to the 17-24-year olds, although this age group is expected to decline between 2000 and 2006. The 40-49-year-old age group was the second largest contributor, with 15% of credit headcount in 1997, and is also expected to decline between 2000 and 2006. Twenty-five to 29-year-olds comprised 11% of total credit headcount enrollment, and their numbers are projected to increase by more than 50% between 1997 and 2006. Projected growth in the 60 and above age group may impact college enrollments. Findings are presented for seven of Wyoming's colleges and districts. The paper concludes with the observation that there is an inconsistency between population growth and college system enrollments, meaning that other factors affect enrollment. (JJL)

ED 431 466 JC 990 389

Butler, Steven W.; Henry, Thomas C.
Study of System Staffing 1993, 1995 & 1997. Commission Special Study, Domain 2.
PUB DATE- 99
NOTE- 17p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *College Faculty; *Community Colleges; *Enrollment Rate; *Faculty Recruitment; Faculty Workload; Full Time Faculty; Income; Part Time Employment; Part Time Faculty; *Salaries; Staff Utilization; Teacher Salaries; Two Year Colleges
IDENTIFIERS- Full Time Employment; Integrated Postsecondary Education Data System; *Wyoming Community College System

This study examined staffing patterns, staff salaries, and credit enrollments in the Wyoming Community College System. Data for this study were derived from the Integrated Postsecondary Education Data Systems (IPEDS) Fall 1993, 1995, and 1997 Staff Surveys compiled by the National Center for Educational Statistics (NCES). Surveys were conducted in odd-numbered years and collected information by racial/ethnic status, sex, primary occupational activity, and salary intervals. It was found that Total College System FTE employee staffing levels gained 2.5% over the five-year period. The combined FTE Administrative/Professional category gained 13.3%. System-wide, no category declined in FTE numbers. Part-time employees increased 21% over the period while full-time employees decreased slightly (-1.4%). The largest categorical reduction in full-time staff took place in Faculty. There was a

ED 431 485 JC 990 414

Advancing the System of Higher Education in Virginia. 1999 Virginia Plan for Higher Education.
PUB DATE- 99
NOTE- 60p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Access to Education; Accountability; Degrees (Academic); Educational Assessment; *Educational Finance; *Educational Objectives; *Educational Planning; Enrollment; Higher Education; Institutional Mission; Public Policy

This 1999 revision of the Virginia Plan for Higher Education is required by the State Council of Higher Education. The report presents the vision for Virginia's higher education system, and addresses the changing needs and expectations for the system, organized into the areas of the education contract, access, quality, affordability, and accountability. Five goals are proposed to provide a public policy framework for higher education in Virginia, each accompanied by a series of recommendations for achieving the goals. The five goals are: (1) to maximize the opportunities for strategic decision-making at all public colleges and universities by promoting decentralization within a context of continuous quality assessment; (2) to strengthen the ongoing assessment of the programs and units at Virginia's colleges and universities by focusing on outcomes and value-added analysis; (3) to anticipate the future needs of all constituencies of higher education through improved system-wide planning; (4) to encourage collaborative programming across institutions; and (5) to evaluate capital infrastructures at public and private institutions for the purpose of assessing system capacities and options for delivering academic programs. Also presents data on the degrees conferred at Virginia's institutions by the degree level (associate's, bachelor's, master's, and doctoral and professional), and enrollment at the two- and four-year institutions, and educational and general expenditures at two-year institutions. Contains 12 tables. (JJL)

ED 431 486 JC 990 415

Burke, Jonathan L.
Faculty Perceptions of and Attitudes toward Academic Dishonesty at a Two-Year College.
PUB DATE- 97
NOTE- 190p.; Ed.D. Dissertation, University of Georgia.
LANGUAGE- English
EDRS Price- MF01/PC08 Plus Postage.
PUB TYPE- Dissertations/Theses - Doctoral Dissertations (041)
DESCRIPTORS- Cheating; *College Faculty; Community Colleges; *Educational Policy; Multicampus Colleges; Part Time Faculty; Plagiarism; Policy Analysis; *Teacher Attitudes; Two Year Colleges

This study sought to determine factors impacting faculty response to academic dishonesty at a multi-campus, two-year college. This study investigated faculty: (1) perceptions of the extent of academic honesty; (2) perceptions of, and attitudes toward Academic Dishonesty Policy and policy implementation; (3) responses to academic dishonesty; (4) attitudes concerning values education; and (5) attitudes about responsibility for reducing academic dishonesty. This study further delineated

Kieltyka, Evelyn G.
Developing a School-Based Health Center: An Assistance Manual. Revised.
PUB DATE- 97
NOTE- 45p.; Some appended materials present legibility problems.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Child Health; Elementary Secondary Education; *Health Facilities; Health Needs; Program Development; Public Schools; School Funds; *School Health Services; School Support
IDENTIFIERS- Maine; *School Based Health Clinics; School Based Services

The purpose of this manual is to provide guidance to interested Maine communities, school officials, parents, students and health care providers in the development of School-Based Health Centers (SBHCs). The manual outlines the mission and goals of an SBHC and makes detailed suggestions on the structure of a community-based advisory council to guide center set-up and advocacy for community acceptance. The manual then details SBHC organizational structure and staffing, funding and operating budget, health services offered and site development, legal issues, and data collection, quality assurance, and evaluation. The manuals' ten appendices outline issues related to implementing SBHCs, including council membership, the role of a consultant, job descriptions and qualifications, the Maine statute on consent of minors for health services, school readiness for an SBHC, sample center floor plan, Maine SBHCs, and needs assessment data collection guidelines for SBHCs. A list of resources is included. (JPB)

ED 431 505 PS 027 238

Hala, Suzanne, Ed.
The Development of Social Cognition. Studies in Developmental Psychology.
PUB DATE- 97
NOTE- 408p.; Published by Psychology Press.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Adolescents; *Children; Developmental Psychology; Emotional Development; Foreign Countries; Interpersonal Competence; Moral Development; Personality; Personality Traits; Piagetian Theory; *Social Cognition; *Social Development
IDENTIFIERS- Vygotsky (Lev S)

Defining social cognition as our attempts to make sense of how people think, perceive, infer, feel, and react, this book examines both the classical issues and contemporary understanding of theory and research in social cognitive development. The initial chapters highlight one of the central, theoretical tensions in the field, which is whether the development of understanding people is fundamentally different from understanding things. Subsequent sections are devoted to development across specific areas of social cognition from infancy through adolescence. These chapters survey the latest research into how children come to understand that transient internal states such as thoughts, desires, and emotions as well as more enduring traits such as personality influence their own and others' behavior. The text concludes with a comprehensive ways of using children's literature as starting points for drawing activities focused on anxiety issues in the stories. Three fundamentals of the creative process are described: experience, expression, and communication. The experience is the act of viewing a page in a picture book chosen for each topic and having the children relate to it by drawing on their own experiences. The expression will be the child's ability to bring that experience to a visual form in a work of art. Communication is the child's ability to verbalize his or her thoughts and feelings on this creation. The article suggests sample books along with descriptions of the creative process and provides samples of children's art. (JPB)

ED 431 524 PS 027 632

Seng, Seok-Hoon
Enhancing Learning: Computers and Early Childhood Education.
PUB DATE- 98
NOTE- 14p.; Paper presented at the Educational Research Association Conference (Singapore, November 23-25, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Child Development; *Cognitive Development; *Computer Uses in Education; Computers; Foreign Countries; Language Skills; *Preschool Children; *Preschool Education
IDENTIFIERS- Developmentally Appropriate Programs

This paper establishes a link between children's development, appropriate teaching practices, and the use of computers in the early childhood classroom. The paper notes the growing body of research on young children and computers which educators can use to assist them when integrating technology into their programs. Current investigative studies include information about six aspects of children's development, each of which is discussed in this paper: social development, gender, emotional development, cognitive development, thinking skills, and physical development. Computers can be particularly useful tools for enhancing social, language and cognitive skills, and much of the bulk of technology research falls into these categories; the paper attempts to summarize some of this research about computer use and preschoolers. Of the many issues addressed in the research, the paper highlights the computer's effect on such areas as problem solving, reflective thinking and the cognitive development of young children. (Author/JPB)

ED 431 525 PS 027 633

Reschke, Kathy L.; Hegland, Susan M.
Emotional and Disciplinary Responses of Preservice Teachers to Young Children's Misbehavior.
PUB DATE- 99
NOTE- 25p.; Paper presented at the Annual Conference of the American Educational Research Association (Montreal, Quebec, Canada, April 19-23, 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Behavior Problems; Classroom Environment; *Discipline; *Kindergarten Children; *Preschool Teachers; Primary Education; *Student Teachers; *Teacher Attitudes;

EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Child Advocacy; *Child Development; Developed Nations; Developing Nations; Early Childhood Education; *Financial Support; Foreign Countries; Human Capital; *International Programs
IDENTIFIERS- *Bernard van Leer Foundation (Netherlands)

This document provides an annual report and financial review for 1998 of the Bernard van Leer Foundation, a private institution created in 1949 for broad humanitarian purposes. Following an introduction by chairman of the Foundation's board of trustees, a report of the executive director details the second year of implementation of the Foundation's "Strategic Plan" for the period 1996-2001. The remainder of the document provides a financial report for 1998, and lists and describes, by country, major projects supported by the Foundation during 1998. A profile of the Bernard van Leer Foundation concludes the document. (HTH)

ED 431 545 PS 027 730

Briggs, Sandy
Little Steps for New Parents: A Week-by-Week Guide and Journal for Baby's First Year = Pasitos para nuevos padres: Una guia y diario semanal para el primer ano del bebe.
PUB DATE- 98
NOTE- 132p.
LANGUAGE- English; Spanish
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Child Development; *Child Rearing; Diaries; Infant Behavior; *Infant Care; *Infants; Journal Writing; *Parent Child Relationship; Parent Education; *Play
IDENTIFIERS- First Time Fathers; First Time Mothers

Providing young infants with a loving and interesting environment through play will have a positive impact on their future. This book, designed for first time parents, provides simple and enjoyable activities intended to promote brain development during the first year. The book's introduction discusses the importance of the environment during the first 3 years for determining how well a child will learn, solve problems, express and control emotions, get along with others, and form his or her attitude toward life. The book presents tips for responding to an infant's crying, provides information on resources for parents, and discusses initial parental adjustment. The bulk of the book provides activity descriptions for each week during the first year, including space for parents to maintain journal entries regarding their own infant. Also included with most activities are notes regarding infant and mother health, infant feeding, and infant safety; and information on how the activity promotes brain development. The book concludes with suggestions for providing a good learning environment for future years. (KB)

ED 431 546 PS 027 731

Santos, Rosa Milagros; Reese, Debbie

International Congress on Technical and Vocational Education by the 15-member informal working group on the future of work and adult learning. Several papers include substantial bibliographies. (MN)

ED 431 090 CE 078 742

Taylor, Richard, Ed.; Watson, David, Ed.
From Continuing Education to Lifelong Learning: A Review of UACE Strategy and Objectives. Papers Arising from a UACE Seminar Held at Aston University (Birmingham, England, September 9, 1996). Occasional Paper No. 20.
PUB DATE- 97
NOTE- 151p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Access to Education; Adult Education; *Continuing Education; Delivery Systems; Distance Education; Education Work Relationship; *Educational Environment; Educational Needs; Educational Objectives; Educational Planning; Educational Research; Educational Trends; Equal Education; Experiential Learning; Financial Support; Foreign Countries; Futures (of Society); *Lifelong Learning; National Organizations; Needs Assessment; Organizational Change; *Organizational Objectives; Part Time Students; Politics of Education; Postsecondary Education; *Professional Associations; Strategic Planning; Theory Practice Relationship; Trend Analysis; Vocational Education; Work Experience Programs
IDENTIFIERS- European Union; United Kingdom; *Universities Assn for Cont Educ (United Kingdom)

This document contains 17 papers from a Universities Association for Continuing Education (UACE) seminar at which UACE strategies and objectives were reviewed. The papers focus on four broad areas: the context of the UACE's work to promote continuing education and lifelong learning; its role in promoting flexibility of provision; its relationship to other stakeholders in continuing education and lifelong learning; and revision of the UACE manifesto. The following papers are included: "Introduction" (David Watson); "UACE and Its Predecessors: Organisation and Priorities" (Chris Duke); "Continuing Education in the Mainstream: One Year On" (Michael Vaughan); "The European Union's Plans for Continuing Education" (Edward Thomas); "Part-Time Progress" (Ann Rumpus); "Distance Learning" (Geoff Peters); "Work Based Learning in Higher Education: Has It a Future?" (Derek Portwood); "The State of CVE Continuing Vocational Education : Three Propositions for Change" (Ian Woodward); "Access and Equity" (Terri Kelly); "The Political Parties" (Richard Taylor); "The Regional Dimension" (Freda Tallantyre); "Funding Bodies" (David Grugeon); "The Impact of Research" (Tom Schuller); "Future Scenarios" (Susanne Haselgrove); "Marginalising the Mainstream" (Hywel Francis); "Unfinished Business--The Continuing Role of a Continuing Education Association" (Maria Slowey); and "Conclusion: UACE and the Future" (David Watson). (MN)

adulthood brings about transformation in meaning structures in later life development, and if and how it affects aging at both the individual and societal levels. Two qualitative case studies of older volunteers in Toronto were conducted, using life history interviews and participant observation. The case studies suggest that applying transformative learning theory to the study of later-life development and aging can help shift the focus of view, allowing one to see older adults not as mere "objects" of the problem of aging, but "subjects" who can participate in fixing problems, making a linkage between personal and societal development. The cases of the two volunteers show that, if proper roles and conditions are provided, older adults can contribute their skills and wisdom to society. The communicative and holistic type of learning fostered by volunteering leads to critical reflections that help them confront the dilemmas associated with aging and proceed with their lives, shifting their old assumptions about themselves and the world around them. This can gradually lead to a clearer sense of self, a more accepting view of individual and cultural heterogeneity, a deeper understanding of society, and a heightened level of social integration. To facilitate this movement, policymakers need to develop volunteer programs for older adults in a more effective way. (Contains 45 references) (KC)

ED 431 109   CE 078 782

Newspapers in Adult Education. A Sourcebook.
PUB DATE- 98
NOTE- 30p.; Product of the International Consultative Forum on Education for All.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Adult Basic Education; *Adult Literacy; Foreign Countries; *Instructional Materials; *Literacy Education; *Newspapers; *Reading Instruction; *Teaching Methods

This sourcebook offers 10 examples of how partnerships between educators and newspapers can play an active role in preparing informed citizens and in making adult education more attractive and effective. The examples are drawn from newspaper-education partnerships in the following countries: Argentina, Cameroon, Mali, Mexico, the Netherlands, Norway, Sweden, South Africa, and the United States. Each project description explains what it is, who reads it, what it has achieved, what lessons have been learned, and who to contact. Projects are as follows: (1) Children Teach Their Parents to Read; (2) "News You Can Use" for Rural Africans; (3) Rural Realities in Local Languages; (4) A Book for the Price of a Newspaper; (5) Reading Newspapers with Newly Literate Adults; (6) Families Read and Learn Together; (7) Easy Reading for People with Intellectual Disability; (8) Easy Reading in English and Zulu; (9) Reaching Out to Immigrants; and (10) A Writing Program for Young Prisoners. Two sources of further information are listed. (KC) policy issues are examined: clients and control over training decisions; VET products; access and equity; community service obligations; competitive neutrality; and costing and pricing. Research on the social, economic, educational, and political impacts and consequences of competition and market reform is reviewed. Some directions for further research are suggested. The report contains 108 references. (YLB)

ED 431 128 CE 078 807

Wooden, Mark
Impediments to the Employment of Young People. Review of Research.
SPONS. AGENCY- Australian National Training Authority, Brisbane.
PUB DATE- 99
NOTE- 54p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Change; Costs; *Employment Opportunities; Foreign Countries; Job Training; Labor Market; *Labor Needs; *Labor Supply; Needs Assessment; Part Time Employment; Postsecondary Education; Secondary Education; Supply and Demand; Unemployment Insurance; *Vocational Education; Work Attitudes; *Youth Employment; *Youth Opportunities
IDENTIFIERS- *Australia

This study provides a review of research, especially Australian research, concerned with youth employment and the impediments to the expansion of youth employment. Following the introduction, the report is divided into nine main sections. First, a demand and supply framework, which is used to structure this review, is introduced. The next four sections then examine a variety of demand-side influences often hypothesized to provide obstacles to youth employment: cyclical variations in aggregate demand, structural change, inadequate education and training, and changing employer preferences. An examination of two supply-side influences--the level and structure of unemployment benefits and the preferences and aspirations of young workers--follows. The study then considers the role that labor costs play in determining employment outcomes. Finally, the implications for youth of the growth in part-time and casual working arrangements are examined. The document contains 25 endnotes and 44 references. (YLB)

Malley, Patrick Brendan; Reilly, Eileen Petty
Legal and Ethical Dimensions for Mental Health Professionals.
PUB DATE- 99
NOTE- 338p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Information Analyses/State-of-the-art
  Materials (070)
DESCRIPTORS- Counseling; *Counselor Client Relationship;
  Counselor Training; *Counselors; Cultural Pluralism; Elementary
  Secondary Education; *Ethics; Family Counseling; Group
  Counseling; *History; Homosexuality; *Laws; Marriage
  Counseling; Psychologists; School Counseling; Sexual Abuse;
  Social Workers

This book, designed for graduate and doctoral level students as well as practicing professionals, provides a comprehensive look at the standards of law and ethics by which mental health professionals must abide. Issues related to ethics and law can be confusing as values and rules change based on client and context. For example, a school counselor who works with children is bound by different rules of confidentiality than a psychologist who counsels adults. To simplify issues, this book divides information into the legal and ethical rules appropriate for various types of clients in a number of settings. The book opens with an explanation of the history of law related to mental health professionals; this includes a description of how and why laws related to clinicians are enacted. It then focuses on the therapist-client relationship and examines the many points at which legal and ethical considerations intersect with the practice of therapy. Exercises at the end of each section reinforce the reader's understanding of the principles outlined. Chapter 9, "The Mental Health Professional in the School," is of particular interest to school psychologists and counselors. (Contains an extensive reference list and an index.) (Author/MKA)

Use of a Visual Prompt To Reduce Public Cigarette Smoking on a College Campus.
PUB DATE- 99
NOTE- 14p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *College Students; *Cues; Data Analysis; Higher Education; *Smoking; Student Attitudes; Student Behavior
IDENTIFIERS- Behavior Management; Posters; *Visual Displays

Although there has been a substantial decline in cigarette consumption among the adult population in the United States, use of cigarettes among the adolescent population has continued to grow. Since 1993, a disturbing increase in smoking among college students has been observed. This study attempts to reduce public smoking outside classroom buildings by posting paper signs reading "Think...Why Smoke?", designed to make smokers more conscious of their behavior. A paired sample t-test showed that the mean amount of cigarettes smoked on baseline days was significantly higher than the amount of cigarettes consumed on experimental days. Comparison of the number of whole cigarettes smoked outside the buildings during the baseline and experimental weeks showed a 35% reduction. Factors promoting smoking behavior are also discussed. Future research should examine the effects of longer interventions, assess displacement of smoking more completely, and monitor the long-term impact of these types of interventions on student attitudes and smoking behavior. (Contains 3 tables and 34 references.) (Author/MKA)

global borders); (4) Cultural Borders (history, biography/autobiography, poetry, and short stories, folklore anthologies); (5) Inner Borders (friends and families, courage and survival, war and peace, perspectives on prejudices) ; (6) Using Literature of Diversity in the Classroom; and (7) Selecting Literature of Diversity. Contains 45 references; appendixes: contain a list of adolescent and children's literature arranged into sample thematic groupings (133); a list of adolescent and children's literature arranged into cultural/ethnic groupings (150); and a list of adolescent and children's literature arranged into literary genre groupings (150). An author index and subject index are also included. (RS)

ED 431 185 CS 216 765

Gibson, Joyce Taylor
Developing Strategies and Practices for Culturally Diverse Classrooms. The Bill Harp Professional Teachers Library Series.
PUB DATE- 98
NOTE- 114p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Academic Achievement; Cultural Differences; *Diversity (Student); Elementary Education; *High Risk Students; *Multicultural Education; Professional Development; Teacher Improvement

Designed to teach educators how to consciously develop strategies and practices for cultural groups that are at risk for education failure, this book defines and describes diversity; offers a unique process for developing strategies to serve diverse populations; and provides opportunities to practice the approach through questions, exercises, and scenarios. After an introduction, the chapters : (1) What Does Diversity Mean?; (2) Diversity and Culture; (3) Beliefs, Pedagogy, and Change; (4) Diversity and Achievement; (5) Moving Toward Cultural Competence; and (6) Planning for Diversity in Classrooms and Schools. There are summary questions at the end of each chapter to stimulate thinking about human diversity in classrooms. Following the summary questions, there is a "diversity notebook," a place where exercises and resources are described. An author index and a subject index are included. (RS)

Administration and Orientation of Undergraduate Journalism Education: Variables Affecting "Best Fit" between Higher Education Institutions and Programs.

PUB DATE- 99
NOTE- 20p.; Paper presented at the Annual Meeting of the Western Social Science Association (41st, Fort Worth, TX, April 23, 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Administrative Organization; Bureaucracy; Educational History; Higher Education; *Intellectual Disciplines; *Journalism Education; Organizational Climate; *Undergraduate Study
IDENTIFIERS- *Organizational Structure

This paper addresses different perspectives on the best administrative "home" for undergraduate journalism education, from administrative and curriculum perspectives. The paper begins by reviewing the history of journalism as a college discipline--showing that even from its earliest years, the founders of the field disagreed on administrative and curriculum emphases. Some variables which affect "best fit" between discipline, institution, and program today are cited--they include individual academic program and goals, the institutional academic culture, collegiate organizational structure and bureaucracy, and external environmental variables. Finally, the paper reviews typical organizational structures chosen by higher education institutions today, as they continue to struggle with where journalism belongs in academe. Contains 31 references (Author/RS)

Using a first-person narrative, the report describes the move toward a public/private partnership for student transportation, the amalgamation of school boards, issues surrounding governance, school closures, dealing with a major schoolyard incident, interacting with the media, the system leader as vision builder, the system leader as human-relations specialist, the system leader responding to challenges, and the system leader's approach to change. The paper stresses that at a particular point in time, turbulence will cease and the system leader will be able to address leadership in a stable environment; system leaders must avoid the temptation to view their roles as strategic and not operational; and school board members must understand that a system leader must adopt an eclectic approach for change. It concludes that system leaders can no longer depend on the support of elected school-board members, and that the shift to decentralization and community involvement will demand understanding as well as a change in leadership and attitude. Structural change, change that rarely intersects with learning, will not affect the classroom without hard work and constant attention. (RJM)

January 1999 (ED 422 671).
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Administrator Guides; *Board of Education Policy; Court Litigation; *Crime Prevention; Cultural Differences; Definitions; Delinquency Prevention; Diversity (Student); *Educational Environment; Elementary Secondary Education; Federal Legislation; Government Publications; Grievance Procedures; Law Enforcement; *Policy Formation; School Community Relationship; *School Security; Sexual Harassment
IDENTIFIERS- Conflict Management; *Harassment; *Hate Crime

Education and law enforcement officials are all committed to ensuring that students throughout the nation are able to attend school safely, free from all forms of harassment. However, some students are subject to verbal and physical abuse and intimidation based on their race, ethnicity, national origin, religion, sex, disability, or sexual orientation. This harassment can lead to serious violence against students and can adversely affect their ability to learn or to benefit from an educational program. School officials, working closely with students, parents and community groups, play a critical role in ensuring that such forms of harassment and violence have no place in the schools. This guide provides a framework for developing policies and practices to prevent harassment and to respond to it effectively when it does occur. Actions that are specifically required by current federal law are identified and best practices to ensure an effective program are recommended. The guide provides step-by-step assistance to schools for the following: (1) developing a comprehensive written anti-harassment policy; (2) identifying and responding effectively to harassment; (3) establishing formal reporting and complaint procedures; (4) creating a safe and supportive school climate; (5) responding to hate-motivated violence through cooperation and partnerships between school and law enforcement officials; and (6) developing crisis intervention plans to avoid disruption of the educational process. The guide defines and describes harassment and hate crimes, contains information about applicable laws, details specific positive steps that schools can take to prevent and respond to harassment, includes sample policies and procedures used by school districts, and identifies many of the resource materials available to assist schools. Includes information on applicable 1999 court cases. (Author/MLF)

Involvement; *Cultural Awareness; Cultural Influences; *Curriculum Design; *Disabilities; *Diversity (Student); Elementary Secondary Education; Ethics; Evaluation Methods; *Gifted; Hispanic Americans; *Multicultural Education; Parent Empowerment; Parent Participation; Student Evaluation; Teacher Education; Teacher Expectations of Students

This volume contains a collection of chapters written by individuals in the fields of general and special education on multicultural education and students with exceptionalities. Chapters include: (1) "Multicultural Education: Powerful Tool for Educating Learners with Exceptionalities" (Festus E. Obiakor); (2) "Educating the African-American Exceptional Learner" (Elizabeth A. Dooley and Deborah L. Voltz); (3) "Educating the Asian-Pacific Exceptional English-Language Learners" (Ji-Mei Chang, Anna Lai, and Ward Shimizu); (4) "Educating the Hispanic-American Exceptional Learner" (Bernadette M. Delgado and Diana Rogers-Adkinson); (5) "Educating the Native-American Exceptional Learner" (Scott Sparks); (6) "Maximizing the Potential of Minority Learners with Gifts and Talents" (Donna Y. Ford, Tarek C. Grantham, and Lynda B. Wright); (7) "Multimethod Assessment of Multicultural Learners" (Sharon Karr and John O. Schwenn); (8) "Ethical Considerations in the Education of Culturally Diverse Exceptional Learners" (Celestine R. Jefferson and Jodet-Marie Harris); (9) "Culturally Responsive Curricula for Learners in a Diverse Society" (Deborah L. Voltz and Elizabeth A. Dooley); (10) "Empowering Culturally Diverse Parents in Special Education Programs" (Loretta Prater and Judith Ivarie); (11) "Community Partnership: Resource for Teaching Culturally Diverse Students with Learning Disabilities" (Narviar C. Barker); (12) "Preparation of Teachers and Administrators for Working Effectively with Multicultural Students" (Mark B. Goor and Miriam Porter); (13) "Teacher Expectations: Impact on 'Accuracy' of Self-Concepts of Multicultural Exceptional Learners" (Festus E. Obiakor); (14) "Transitioning Multicultural Learners with Exceptionalities" (Jeffrey P. Bakken and Gregory F. Aloia); and (15) "Directions for the Future: Empowering the Culturally Diverse Exceptional Learners." (Anthony F. Rotation and Sunday O. Obi). (Each chapter contains references.) (CR)

therapists; (21) Paralyzed Veterans of America Student Design Competition; and (22) Whitaker Student Scientific Paper Competition. Presentations include references. (CR)

ED 431 284   EC 307 268

Thurlow, Martha; Shin, Hyeonsook; Guy, Barbara; Lee, Sun-Young
State Graduation Requirements for Students with and without Disabilities. Executive Summary.
SPONS. AGENCY- Office of Special Education and Rehabilitative Services (ED), Washington, DC.
PUB DATE- 99
NOTE- 8p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Academic Standards; Access to Education; *Degree Requirements; *Disabilities; *Educational Testing; *Graduation Requirements; High Schools; State Regulation; *State Standards
IDENTIFIERS- *Academic Accommodations (Disabilities)

This report discusses outcomes of a study of assessment directors and transition specialists from each of the 50 states and the District of Columbia on exit documents available to and graduation requirements for students with and without disabilities. Results indicate: (1) approximately 80 percent of the states have alternative exit documents for students; (2) states have raised and are continuing to raise their high school graduation requirements; (3) some states allow flexibility for students with disabilities in meeting graduation requirements in multiple ways, including Individualized Education Program (IEP) completion, modified coursework, and exemption from an exit exam; (4) modified coursework to meet course credit requirements is the most common type of change provided to students with disabilities; (5) IEP completion is not a universally accepted way for students with disabilities to earn a standard diploma; (6) states with graduation exams generally had more exit documents available to students but less flexibility in how students with disabilities could meet standard diploma requirements; (7) almost all states that did not allow changes in standard diploma requirements for students with disabilities had at least two exit documents available to these students; and (8) most states with graduation exams had records of the participation and performance of their students with disabilities in those exams. (CR)

Design; Elementary Secondary Education; *Guidelines; State Aid; *Swimming Pools
IDENTIFIERS- *Alaska

The state of Alaska, which provides for swimming pools as an eligible project cost in projects approved for state aid, presents guidelines to assist school districts in planning swimming pools, and provides standards for swimming pool size based on the planned educational program and student population. The guidelines are intended to assist school districts in determining what portion of a swimming pool's space is eligible for state funding as determined by the Commissioner, and the factors in determining pool size. Included with the pool size recommendations are a chart summarizing standard pool sizes, the method for determining allowable pool size and a worksheet, and a conceptual layout of a swimming facility. (GR)

ED 431 305 EF 005 420

Mearig, Tim; Crittenden, Edwin; Morgan, Michael
Alaska School Facilities Preventive Maintenance Handbook. 1997 Edition.
PUB DATE- 97
NOTE- 18p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Educational Facilities Improvement; *Elementary Secondary Education; *Guidelines; Program Development; Public Schools; *School Maintenance
IDENTIFIERS- *Alaska; Facility Management; *Preventive Maintenance

The State of Alaska has issued preventive maintenance guidelines for educational facilities designed to prevent premature failure, or to maximize or extend the useful life of a facility and its components, including roofing inspections, repainting, and door hardware adjustments. The handbook examines preventive maintenance state legislation, and the development and implementation of a preventive maintenance program that includes determining facility conditions and needs, assessing the resources needed, scheduling and assigning work, and developing reporting and feedback systems. Appendices provide a sample of a systems and components inventory list, and definitions of preventive maintenance terms adopted by the Bond Reimbursement and Grant Review Committee.(Contains 11 endnotes.) (GR) speech as task difficulty increased but remained within the child's instructional zone. Children used more self-guiding speech as they transitioned from one writing stage to the next. In general, results revealed that children at this developmental level used speech while engaged in expressive writing. A discussion of results considers limitations of the coding system used, methodological issues for further research concerning spontaneous private speech, and recommendations to elementary teachers concerning teaching methods that apply Vygotsky's ideas to the learning process. Contains 19 references. (MSE)

ED 431 327   FL 025 876

Aarons, Louis
Learning Japanese-English Word Lists with the Bilingual-Dichotic Method.
PUB DATE- 98
NOTE- 20p.; "Feature article in the Agoralanguage Newsletter v4 n11 Nov 1998."
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Associative Learning; Brain Hemisphere Functions; Classroom Techniques; Contrastive Linguistics; English; Foreign Countries; High Schools; Higher Education; Independent Study; Introductory Courses; *Japanese; *Language Processing; Neurolinguistics; Rote Learning; Second Language Instruction; *Second Languages; Teaching Methods; Time Factors (Learning); *Vocabulary Development; *Word Lists
IDENTIFIERS- *Dichotic Listening

This paper describes the rationale for development of a self-instructional program using the bilingual-dichotic method, which accelerates the learning of foreign words. First, ways of learning vocabulary and the use of bilingual word lists for direct instruction with beginners are noted, and criteria are given for selection of words. Differences between the patterns of common word associations by speakers of Japanese and English are reported. The prevalent use of rote memory by beginners to learn lists of foreign words is discussed, and the bilingual-dichotic method is described as enhancing rote memory through presentation of equivalent foreign and native words in relation to the cerebral lateralization of language processes. Finally, a self-instructional program combining the bilingual-dichotic method with the relevant word variables is presented. Contains 32 references. (Author/MSE)

LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- Bachelors Degrees; *College Outcomes Assessment; Followup Studies; *Graduate Surveys; Higher Education; *Public Colleges; State Universities
IDENTIFIERS- *Illinois

This report presents findings of the Baccalaureate Follow-Up Survey of the class of 1997 alumni (n=10,672) one year after graduation from any of Illinois' 12 public universities, as well as a survey of 1,180 seniors (class of 1999), concerning post-graduation plans and satisfaction with their undergraduate education. Almost two-thirds of the alumni were nontraditional students (older than 22 at graduation) and half the seniors were older than 22 years. Highlights of the survey of graduates indicated that 78.2 percent of graduates were employed full-time, 9.5 percent were employed part-time, and only 3.9 percent were still seeking work a year after graduation; about a third of graduates were enrolled either full- or part-time in further education; almost 80 percent of those employed full-time had jobs related to their majors; about 75 percent of respondents had found full-time jobs within three months of graduation; and the median salary for full-time employed respondents was $30,000. A comparison of responses of graduates and class of 1999 seniors noted that one-third of seniors planned to continue further education immediately, while one-third of graduates actually had enrolled in additional education; 95 percent of seniors and 93 percent of alumni rated their undergraduate experience positively; and both seniors and alumni rated their professors highly. Methodology information is appended. (DB)

"The Essentials of Effective Professional Development: A New Consensus" (Willis D. Hawley and Linda Valli); (6) "Teacher and Student Learning: Strengthening Their Connection" (Gary Sykes); (7) "Teacher Recruitment, Selection, and Induction: Policy Influences on the Supply and Quality of Teachers" (Linda Darling-Hammond et al.); (8) "Organizing Schools for Teacher Learning" (Judith Warren Little); (9) "Investing in Teacher Learning: Staff Development and Instructional Improvement" (Richard F. Elmore and Deanna Burney); (10) "Networks and Reform in American Education" (Ann Lieberman and Maureen Grolnick); (11) "Organizing the Other Half of Teaching" (Julia E. Koppich and Charles Taylor Kerchner); (12) "The Frame and the Tapestry: Standards-Based Reform and Professional Development" (Charles L. Thompson and John S. Zeuli); and (13) "Investing in Teaching as a Learning Profession: Policy Problems and Prospects" (Linda Darling-Hammond and Milbrey Wallin McLaughlin). (Individual papers contain references.) (DB)

LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Computer Assisted Instruction; *Freshman Composition; Higher Education; Instructional Design; Instructional Effectiveness; Instructional Innovation; *Portfolio Assessment; Teaching Methods; World Wide Web
IDENTIFIERS- Course Development; Electronic Portfolios; Middle Tennessee State University; Web Sites

The marriage of computer-assisted and portfolio-based approaches to freshman composition, while already in place at other institutions of higher education, is a new approach at Middle Tennessee State University (MTSU). Intended as a part of the English Department's ongoing effort to improve the quality of instruction, computer-assisted, portfolio-based composition offers the advantages inherent in the technology approach to the process-centered, multiple-draft pedagogy of the portfolio system. This paper describes the rationale behind the merging of computer-assisted and portfolio-based composition, how the system works, benefits of the approach, student and instructor feedback, computer-based editing, problematic issues, and the accompanying World Wide Web page that supports and expands the course. (Contains 14 references.) (Author/AEF)

*Mental Retardation; Program Development; Public Libraries;
School Libraries; Special Libraries

This guide is designed to assist all libraries, including school, public, academic, and specialized libraries such as prison and institutional libraries, to better serve the needs of people of all ages who are mentally retarded. An overview provides a definition of mental retardation, places services for people with mental retardation in historical context, and outlines current trends. The body of the document consists of guidelines covering three important areas: service needs of people with mental retardation (functional disabilities and access to programs and services), the need for information about mental retardation (service outcomes for individuals and service providers established by the Accreditation Council on Services for People with Disabilities, and performance measures for library services for people with mental retardation), and the service outcomes for those providing services to people with mental retardation. (AEF)

and tests of significance for master plans for equipment retirement. A copy of the questionnaire with tabulated responses is appended. (MES)

ED 431 427 IR 057 389

Cragg, Paul B.
Site Visits as a Teaching Method in Information Systems Courses.
PUB DATE- 98
NOTE- 9p.; In: Proceedings of the International Academy for Information Management (IAIM) Annual Conference (13th, Helsinki, Finland, December 11-13, 1998); see IR 057 374.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Active Learning; *Business Administration Education; Case Studies; Foreign Countries; Higher Education; Information Technology; Instructional Effectiveness; Intermode Differences; *Management Information Systems; Student Attitudes; Teaching Methods
IDENTIFIERS- *Site Visits; University of Canterbury (New Zealand)

This paper provides an introduction to the use of site visits as a form of live case study in IS (Information Systems) courses at the University of Canterbury (New Zealand). Site visits are relatively easy to organize and can effectively complement other teaching methods. Importantly, students like the reality of site visits and the variety they bring to a course. Site visits can be a meaningful encounter for students that encourages active learning. They provide rich opportunities for students to explore theory and practice. For students with relatively little business experience, site visits can expose them to the complexity of organizational life. Site visits can also help educators to keep up to date with current practices and problems. Topics covered include the site selection process, active learning, benefits of site visits, the unpredictable nature of site visits, differences between site visits and written case studies, how to encourage learning on site visits, and student feedback. A draft e-mail to an IS manager, an extract from the course outline on the format of site visits, group site visit presentation guidelines from the course outline, and tables presenting data on site visits versus case studies and text/readings are appended. (MES)

ED 431 447 JC 990 363

Report on Distance Education and AB606 Funding Prepared for the 70th Nevada Legislature (in Accordance with AB 606, 1997 Session).

PUB DATE- 99

NOTE- 56p.

LANGUAGE- English

EDRS Price- MF01/PC03 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- *Access to Education; *College Role; Community Colleges; *Distance Education; Educational Improvement; Educational Objectives; *Educational Technology; Elementary Secondary Education; Higher Education; Internet; Partnerships in Education; State Universities

IDENTIFIERS- *Nevada

In 1997 the Nevada State Legislature approved Assembly Bill 606 (AB606), which appropriated funds to the University and Community College System of Nevada (UCCSN) for the purchase of computer hardware and software, and communication services. In July of that year, the K-16 Partnership for Distance Learning adopted three priorities that have guided the development of plans for the use of AB606 funds: (1) To increase access of public elementary and secondary students to Internet resources and educational experiences available through technology; (2) To increase access to needed educational experiences for Nevada's K-12 teachers; (3) To continue enhancement of UCCSN's Statewide Electronic Network and other needed technological and programming advancements. This report briefly outlines the background of the bill, the allocation process, the vision and the goals of distance education, and an explanation of differences that distinguish distance education. Most of the report is devoted to the accomplishments achieved between July 1997 and December 1998, including the number of students and teachers involved in distance education activities, enrollment figures, infrastructure enhancements, partnerships formed, and quality improvements made. The report concludes with a financial section and future steps to be taken. Contains 14 tables. Principles of good practice are appended. (TGO)

corresponding increase in part-time faculty of 22.3%. As a system, the Administrative/Professional category saw the largest increase in part-time employees (81%). Casper College reported the largest change in part-time faculty with a 1,875% increase. The findings in this study of system staffing imply that the colleges of the System might collectively examine staffing trends within the context of student enrollments. Contains 15 figures and 3 tables. (JJL)

ED 431 467 JC 990 391

The Alabama College System Statistical Profiles, 1996-1997.
PUB DATE- 98
NOTE- 149p.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Accreditation (Institutions); *Budgets; *Community Colleges; Enrollment Rate; Enrollment Trends; Expenditures; Income; *Labor Force; Labor Force Development; Program Content; State Boards of Education; *Technical Institutes; *Trend Analysis; Two Year Colleges
IDENTIFIERS- *Alabama

This factbook was created to assist decisionmakers within the Department of Postsecondary Education, and on each two-year campus, to make institutional comparisons within system-wide profiles, and to assist in statewide trend analyses. The aims involve preparing Alabamians for the 21st century, based on previous research that found eighty percent of the new jobs available in the next decade will require a minimum of two years of postsecondary education, and that seventy five percent of Alabamians will not earn a baccalaureate degree. At the same time, employers are indicating that their existing workers need additional training. This report details five main sections: (1) a system profile, including the history, mission, system initiatives, community service activities, and distance education programs; (2) a student profile, featuring enrollment trends, financial aid, and the inmate population; (3) an instructional profile, detailing program offerings, accreditation, credit hour production, average class sizes, and awards: (4) personnel profile, with full- and part-time personnel numbers, salary information, and student-faculty ratios; (5) fiscal and facilities profile, describing sources of revenue, expenditures by function and object, and physical facilities. It also provides a profile of Athens State College and the Alabama Industrial Development Training Institute. (JJL)

perceptions, responses, and attitudes among faculty grouped by employment status, campus, years of service, and discipline. A 25-question survey instrument was completed by 742 part- and full-time faculty members. The results indicated that faculty do not perceive academic dishonesty to be a serious problem. Faculty believed themselves to be familiar with current policy and procedure, and are not concerned with policy implementation. The faculty believe that they have a primary role in values education. Of those surveyed, 86% have suspected, and 65% have been certain of, academic dishonesty in their classrooms. The majority of the faculty do not regularly follow institutional policy and most handle incidents of cheating and plagiarism on their own. They believe that the responsibility for reducing academic dishonesty lies primarily with students and faculty. This document includes implications and recommendations for policy usage, values education, and reducing academic dishonesty at multi-campus two-year colleges. This document contains 133 references and 9 appendices. (TGO)

examination of the development of moral aspects of social cognition. The chapters are: (1) "Introduction" (Suzanne Hala); (2) "An Explication of Piaget's Constructivism: Implications for Social Cognitive Development" (Jeremy Carpendale); (3) "Vygotsky's Sociocultural Approach: Theoretical Issues and Implications for Current Research" (Charles Fernyhough); (4) "The Development of Meaning in Infancy: Early Communication and Social Understanding" (Fabia Franco); (5) "Infants' Understanding of Affect" (Arlene S. Walker-Andrews and Linnea R. Dickson); (6) "All in the Mind: Children's Understanding of Mental Life" (Suzanne Hala and Jeremy Carpendale); (7) "Peeling the Onion: A Multilayered View of Children's Emotional Development" (Mita Banerjee); (8) "Children's Understanding of Traits" (Nicola Yuill); (9) "Moral Development in the Broader Context of Personality" (Lawrence J. Walker and Karl H. Hennig); (10) "Social Cognition and Prosocial Development" (Nancy Eisenberg, Sandra Losoya, and Ivanna K. Guthrie); and (11) "What Do Children and Adolescents Think about Themselves? A Developmental Account of Self-Concept" (Luis Garcia, Daniel Hart, and Rita Johnson-Ray). Individual chapters contains references. (HTH)

Teaching Experience

This study assessed 133 preservice teachers' emotional and disciplinary responses to kindergarten children's misbehavior. Subjects were presented with hypothetical scenarios of two types: those warranting direct adult management and those warranting indirect adult management. Subjects rated levels of their own negative affect and the perceived negative affect of the misbehaving child. They also described the disciplinary actions they would take. Responses were coded for level of adult power. Findings indicated that in direct management situations, the preservice teachers rated their own level of negative affect higher than that of the misbehaving child. In indirect situations, the teachers rated the child's level of negative affect as higher than their own. Preservice teachers indicated they would use more adult power in direct management situations than in indirect management situations. The findings pose implications for teacher preparation programs. (Scenarios from the Kindergarten Misbehavior Response Questionnaire are appended. Contains 16 references.) (Author/JPB)

ED 431 526 PS 027 636

O'Sullivan, Caroline
Professional Wrestling: Can Watching It Bring Out Aggressive and Violent Behaviors in Children?
PUB DATE- 99
NOTE- 15p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Aggression; *Child Behavior; *Elementary School Students; Grade 1; Mass Media Effects; Primary Education; Television Research; *Television Viewing; *Wrestling

This study investigated the effect of viewing professional wrestling programs on first grade boys' violent and aggressive behavior. Interviews were conducted, in focus groups of 4 children, with 16 students who watched wrestling 4-6 hours a week. The children indicated that they enjoyed watching professional wrestling and that after viewing, they felt like they wanted to wrestle someone. Results show a correlation between television violence and aggressive and violent behaviors in children. (JPB)

Selecting Culturally and Linguistically Appropriate Materials: Suggestions for Service Providers. ERIC Digest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 99
NOTE- 3p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- *Cultural Awareness; Cultural Differences; Cultural Pluralism; Early Childhood Education; Family Characteristics; Family Needs; Intercultural Communication; *Media Selection; *Multilingual Materials; *Parent Materials; *Resource Materials; Teacher Attitudes; Translation
IDENTIFIERS- *Cultural Competence; Diversity (Groups); ERIC Digests

The population of the United States is growing more culturally diverse each year, and this diversity is clearly evident among families with young children; however, individuals who work in early childhood programs are not as diverse as those they serve. Moreover, many early childhood professionals have little preparation for working with families from a wide range of cultures and linguistic backgrounds. Even among interculturally competent service providers and teachers, choosing materials to distribute to families is sometimes difficult. This Digest focuses on how to identify and select culturally and linguistically appropriate materials for parents and family members. The Digest suggests that service providers get to know their own culture and the culture and people they serve. The Digest also discusses ways to determine the strengths and limitations of specific materials, assess translated materials, and adapt materials. (LPP)

ED 431 547 PS 027 735

Considering Multiples: Competition & Cooperation. A Collection of Articles from MOTC's "Notebook."
PUB DATE- 99
NOTE- 11p.; A collection of articles from the National Organization of Mothers of Twins Clubs (NOMOTC), 1990-1999.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - General (020)
DESCRIPTORS- *Child Rearing; Children; *Competition; *Cooperation; Parent Child Relationship; Parent Role; *Sibling Relationship; *Twins
IDENTIFIERS- *Multiple Birth Family; Sibling Rivalry; Triplets

One of the most common parenting issues faced by families with multiple birth children is that of the dynamics involved in sibling cooperation and competition. This document compiles stories from the Mothers of Twins Club "Notebook" examining the issue of cooperation versus competition. The first story discusses the impact of the twin relationship on sibling rivalry. The second story presents tips for dealing with sibling conflict, while the third story discusses ways to encourage cooperation. The fourth story presents findings of a survey completed by 299 mothers of multiples on competitiveness among multiple siblings, which indicated that older multiples competed for school grades, friends, and parental attention. The fifth article reports on a laboratory study conducted at the University of Chicago on cooperation and competition between identical and fraternal twin pairs and pairs of unrelated twins, or "pseudo-twin pairs" in various problem-solving situations. This study found that 94 percent of identical twin pairs, but only 40 percent of fraternal twin pairs, successfully completed a puzzle within the time allowed, suggesting that identical twin pairs were more cooperative than fraternal twin pairs. Parental encouragement of similarity or dissimilarity was unrelated to puzzle completion. The sixth article summarizes a study examining the similarity of autonomy and sociability in identical and fraternal twin adults. This study found that among identical twins, autonomy, extroversion, independence, and sociotropy were highly correlated. Female identical twins were more alike than male identical twins. (KB)

ED 431 548 PS 027 742

Wolery, Mark
Disabilities & Transitions.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 98
NOTE- 4p.; Excerpts from a paper presented during a "Kindergarten Transitions" synthesis conference by the National Center for Early Development and Learning (Charlottesville, VA, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- *Disabilities; Early Childhood Education; Kindergarten; Periodicals; *School Readiness; Special Needs Students; *Student Adjustment; *Transitional Programs; Young Children
IDENTIFIERS- Transition Management; *Transitional Activities

This newsletter discusses transition and outcome issues for young children with disabilities. Topics discussed include issues related to transition program administration, staff, families,

ED 431 567 RC 021 883

Academic Achievement of Elementary Students with Limited English Proficiency in Texas Public Schools. Policy Research Report Number 10.
PUB DATE- 98
NOTE- 43p.; Figures may not reproduce adequately.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- *Academic Achievement; Achievement Tests; *Bilingual Education Programs; Economically Disadvantaged; Elementary Education; *Elementary School Students; Enrollment Trends; Hispanic Americans; *Limited English Speaking; Longitudinal Studies; *Performance Factors; Public Schools; Socioeconomic Status; Spanish Speaking; Special Education; *Student Characteristics; Tables (Data)
IDENTIFIERS- *Texas; Texas Assessment of Academic Skills

This report presents findings about the academic performance of elementary students with limited English proficiency (LEP) who entered first grade in Texas public schools in 1992-93. In general, performance gaps existed between elementary LEP students and non-LEP students, in terms of Texas Assessment of Academic Skills (TAAS) results and retention rates. LEP students experienced a relatively higher incidence of living in poverty, of attending schools with concentrations of economically disadvantaged students, and of attending schools that, campus-wide, performed worse on TAAS. The report highlights factors that impact LEP students' academic achievement: socioeconomic status, consistency of services in special language programs, preschool attendance, mobility, regularity of school attendance, retention in grade, and prior experience taking the TAAS in English. Geographic distribution of grade-1 LEP students is shown for 1992-93, including data for education service center regions. LEP enrollment trends are presented, giving percent change from 1992-93 to 1996-97. Data are tabulated by district type (from urban to rural) and for education service regions within Texas. A profile of first-graders in 1992-93 shows gender, race/ethnicity, age, home language, and other statistics for LEP and non-LEP students. The report addresses teacher preparation issues in a special section. Texas is one of 32 states with licensing requirements for teachers of LEP students. The report contains figures, data tables, and 74 references. (CDS)

ED 431 568 RC 021 884

Texas Public School Dropouts, 1996-97 Report.
PUB DATE- 98
NOTE- 122p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Blacks; Data Collection; *Dropout Characteristics; *Dropout Rate; Dropout Research; *Dropouts; Economically Disadvantaged; *Ethnic Groups; Hispanic Americans; *Public Schools; *School Districts; School Statistics; Secondary Education; Tables (Data); Whites
IDENTIFIERS- *Texas

This annual report provides information about dropouts in Texas public schools for the 1996-97 school year. The report includes

ED 431 585 RC 022 032

Tierney, Patrick T.; Dahl, Rene
Who Is Least Likely To Visit Natural Areas and Participate in Outdoor Experiential Education Programs; What Are the Barriers; and How Can Barriers Be Broken?
PUB DATE- 98
NOTE- 12p.; In: Selected Monographs from the Association for Experiential Education International Conference (26th, Incline Village, Nevada, November 5-9, 1998); see RC 022 022. Includes data tables and figure not in the parent document.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Minority Groups; *Negative Attitudes; Outdoor Education; *Participant Characteristics; *Recreationists; *Socioeconomic Influences; Telephone Surveys; Vacations; *Wilderness
IDENTIFIERS- *Barriers to Participation; California (Los Angeles County); *Outdoor Recreation

A telephone survey in Los Angeles County examined patterns of visitation to undeveloped natural areas by various segments of the population and perceived barriers to such visits. A total of 894 interviews were completed; the sample was representative of Los Angeles County's racial and ethnic diversity. About 40 percent of respondents had visited a natural area during the previous spring or summer. Logistic regression results showed that the following groups were significantly less likely than their counterparts to visit an undeveloped natural area: those with low socioeconomic status, noncitizens, African Americans, and those feeling unwelcome due to perceived discrimination. Groups that underutilized natural areas cited six important barriers to visitation, for which management agencies and outdoor experiential educators could realistically develop interventions. These barriers were: (1) lack of friends to recreate with in natural areas; (2) too crowded at natural areas; (3) lack of workers of same ethnicity; (4) feeling unwelcome and discriminated against; (5) don't know where to go or what to do; and (6) lack of transportation. Contains 32 references and 4 data tables. (SV)

ED 431 586 RC 022 033

Donnison, Phil
Making Sense of Outdoor Management Development (OMD): Comparing Participants' Views of OMD with the Received Wisdom.
PUB DATE- 98
NOTE- 12p.; Paper presented at the annual International Conference of the Association for Experiential Education (26th, Incline Village, NV, November 5-9, 1998). Edited version appears in: "Selected Monographs from the Association for Experiential Education International Conference"; see RC 022 022.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Corporate Education; *Experiential Learning; Foreign Countries; *Management Development; *Outdoor Education; Program Effectiveness; Qualitative Research; *Student Attitudes; *Theory Practice Relationship; Transfer of Training
IDENTIFIERS- United Kingdom

ED 431 608 SE 062 555

Wang, HsingChi A.
A Content Analysis of the History of Science in the National Science Educational Standards Documents and Four Secondary Science Textbooks.
PUB DATE- 99
NOTE- 36p.; Paper presented at the Annual Meeting of the American Educational Research Association (Montreal, Quebec, Canada, April 19-23, 1999).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- National Standards; *Physics; *Science History; *Science Instruction; Scientific Enterprise; Scientific Principles; Secondary Education; Textbook Content; *Textbook Evaluation; Textbooks
IDENTIFIERS- *National Science Education Standards

This paper discusses both the extent and manner in which the history of science is included in current secondary school physics textbooks. The study investigates what qualifies as history of science in a physics textbook; the focus, extent, and pervasiveness of the history of science content as it actually appears in a textbook; the focus of content standards in policy documents with regard to the history of science inclusion; and the degree of alignment between the standards documents and secondary school physics textbooks. Contains 16 references and 11 tables. (WRM)

ED 431 609 SE 062 556

Boaler, Jo
The Community of the Mathematics Classroom: Situated Insights into Knowledge Development and Use.
PUB DATE- 99
NOTE- 20p.; Paper presented at the Annual Meeting of the American Educational Research Association (Montreal, Canada, April 19-23, 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Case Studies; *Classroom Environment; Foreign Countries; High Schools; Learning Theories; *Mathematics Education; *Relevance (Education)
IDENTIFIERS- United Kingdom

This paper continues the analysis of data from 3-year case studies of two United Kingdom schools presented in an earlier edition of the Journal of Research in Mathematics Education (v29, n1) in order to illustrate the use of a particular situated method of interpretation. Various classroom incidents are analyzed, demonstrating that the constraints and affordances of formalized mathematics classrooms to which students become attuned contribute to the development of learning identities that are peculiar to the school mathematics classroom but are of limited use to students in the "real world." An understanding of the mathematics classroom as a particular community of practice is central to this analysis. Contains 40 references. (Author/NB)

ED 431 610 SE 062 558

ED 431 630 SE 062 694

Nelson, Barbara Scott
Building New Knowledge by Thinking: How Administrators Can Learn What They Need To Know about Mathematics Education Reform.
PUB DATE- 99
NOTE- 23p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Administrators; *Educational Change; Elementary Secondary Education; *Mathematics Education

The mathematics education reform movement is built on ideas about the nature of learning, teaching, and indeed mathematics itself that are very different from the views that have prevailed in American schooling for many years. This has implications for administrative practice, since an enterprise that exists to support rigorous thinking on the part of students requires administrative supports different from those for approaches that exist to transmit accepted knowledge from teacher or textbook to student. Understanding new ideas about mathematics, learning, and teaching, and exploring the implications of these ideas for administrative practice require conceptual change on the part of many administrators. This paper describes the pedagogical principles that underlie a program designed to provide opportunities for such conceptual change for administrators. (Contains 48 references.) (Author)

ED 431 631 SE 062 699

Madden, Nancy A.; Slavin, Robert E.; Simons, Kathleen
MathWings: Effects on Student Mathematics Performance. Report No. 39.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 99
NOTE- 26p.; Updates and extends ED 412 323, "MathWings: Early Indicators of Effectiveness."
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Academic Standards; *Constructivism (Learning); Elementary Secondary Education; *Mathematics Achievement; *Mathematics Instruction; Program Evaluation
IDENTIFIERS- NCTM Professional Teaching Standards

Constructivist approaches to mathematics instruction based on the standards of the National Council of Teachers of Mathematics (NCTM) have been widely advocated and are expanding in use. However, many educators express a need for constructivist approaches that provide specific student materials, assessments, teachers' manuals, professional development, and other supports to enable a broad range of teachers to succeed with a broad range of children. MathWings was designed to accomplish this goal. MathWings provides a practical, comprehensive approach based on the NCTM standards. Three evaluations have examined the impact of MathWings. The first involves four rural Maryland schools and found substantially greater gains on the mathematics sections of the Maryland School Performance Assessment Program for MathWings students than for the rest of the state. The four pilot schools, which were much more impoverished than the state as a whole, started far below state averages but ended up above the state average. The second study, in San Antonio, Texas, also found substantial

ED 431 651   SO 029 823

Steffey, Stephanie, Ed.; Hood, Wendy J., Ed.
If This Is Social Studies, Why Isn't It Boring?
PUB DATE- 94
NOTE- 248p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Class Activities; Elementary Secondary Education; *History Instruction; Learning Activities; Learning Strategies; Mixed Age Grouping; *Social Studies; *Whole Language Approach

In this contributed collection, 23 teachers explain their successful strategies for teaching the social studies disciplines in a whole language context. The collection covers contemporary subjects, traditional topics, well-known projects, social studies in the community, and multicultural matters. It can be used at elementary through middle and high school levels. Its holistic approach to social studies offers a source of new, practical ideas. Essays and their authors are as follows: (1) "If This Is History, Why Isn't It Boring?" (Janet Allen); (2) "Voice for Indigenous Youth: Literature for Adolescents" (Heather Blair); (3) "Teacher, Artist, Lawyer, Kids: Cycles of Collaboration and the Holocaust" (Leslie Kahn, Paul Fisher, Dana Pitt); (4) "Constructing Knowledge through Multiple Perspectives: Sixth Graders as Investigators" (Elizabeth Noll); (5) "Creating a Learning Environment That Invites Connections" (Sandy Kaser); (6) "Learning That Keeps on Going: The Power of Literature in Social Studies" (Sheila Hofstedt); (7) "Theme Cycles through the Eyes of a Student Teacher" (Meegan I. Gliner); (8) "Developing Voice in the Democratic Classroom" (Suzanne SooHoo, Brenda Brown); (9) "'Did They Know He Had Slaves When They Elected Him?' Young Children Can Ask Powerful Questions" (Wendy J. Hood); (10) "All Together Now: Engagement, Collaboration, and Problem Solving in the Multi-Age Classroom" (Janet Nelson); (11) "Map-Making and Neighborhood Exploration in a Multi-Age Classroom" (Diana Mazzuchi); (12) "Reading for Information with Young Children" (Robin Campbell); (13) "'Los Ninitos Estan Muy Preocupados por la Guerra': The Persian Gulf War in a Whole Language Kindergarten in Puerto Rico" (Ruth J. Saez Vega); (14) "Exploring Historical and Multicultural Perspectives through Inquiry" (Kathleen Crawford, Margaret Ferguson, Gloria Kauffman, Julie Laird, Jean Schroeder, Kathy G. Short); and (15) "Holding Martin's Hand: Connecting to History through Storytelling" (Marni Schwartz). (BT)

ED 431 652   SO 029 836

Education Is a Human Right 1998: EI Barometer on Human and Trade Union Rights in the Education Sector.
PUB DATE- 98
NOTE- 362p.; Document contains small type.
LANGUAGE- English
EDRS Price- MF01/PC15 Plus Postage.
PUB TYPE- Books (010),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Access to Education; *Child Labor; *Civil Liberties; Developed Nations; Developing Nations; Educational

ED 431 672 SO 030 711

Reeher, Grant, Ed.; Cammarano, Joseph, Ed.
Education for Citizenship: Ideas and Innovations in Political Learning.
PUB DATE- 97
NOTE- 248p.; Foreword by Benjamin R. Barber.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- Active Learning; *Citizenship; *Citizenship Education; *Civics; *Democracy; Higher Education; Instructional Effectiveness; Internet; *Political Issues; *Service Learning
IDENTIFIERS- Community Ties; Public Issue Forums

These essays address education for citizenship at a specific, concrete level. The collection offers examples of efforts to create among students a new set of what Alexis de Tocqueville called "mores" or culturally defining "habits of the heart" that enhance citizenship, foster a sense of connectedness to a community, and support the practices, basic values, and institutions necessary for the democratic process. An introduction entitled "Some Themes from Recent Innovations and Questions for the Future" is given. The 13 essays following the introduction are: (1) "Teaching American Politics through Service: Reflections on a Pedagogical Strategy" (Craig A. Rimmerman); (2) "Service Learning as Civic Learning: Lessons We Can Learn from Our Students" (Richard M. Battistoni); (3) "The Urban Agenda Project" (Otto Feinstein; James D. Chesney); (4) "Citizenship Courses as Life-Changing Experiences" (William D. Coplin); (5) "Public Affairs Internships: Coming of Age" (Glen A. Halva-Neubauer); (6) "Enhancing Citizenship through Active Learning: Simulations on the Policy Process" (Joseph Cammarano; Linda L. Fowler); (7) "Doing the Rights Thing: Tales of Citizenship and Free Speech" (Marc Lendler); (8) "Teaching the Art of Public Deliberation: National Issues Forums on Campus" (Daniel W. O'Connell); (9) "Democratizing the Classroom: The Individual Learning Contract" (John F. Freie); (10) "Wading in the Deep: Supporting Emergent Anarchies" (Naeem Inayatullah); (11) "Teaching Deliberation: Citizenship Education and Cross-Disciplinary Team Teaching" (Mark Rupert); (12) "Using the Internet to Enhance Classroom and Citizenship Information" (William Ball); and (13) "The Internet as a Tool for Student Citizenship" (Kimberley P. Canfield). An extensive bibliography concludes the collection. (BT)

ED 431 673 SO 030 714

Storti, Craig
Figuring Foreigners Out: A Practical Guide.
PUB DATE- 99
NOTE- 162p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Cross Cultural Training; *Cultural Awareness; *Cultural Differences; Foreign Countries; Global Approach; Independent Study; Informal Education; *Intercultural Communication; Multicultural Education
IDENTIFIERS- *Communication Styles; Cross Cultural Teaching; Nonnative Speakers

ED 431 693 SO 030 880

Torney-Purta, Judith
Civic Education in the Czech Republic: Curriculum Reform for Democratic Citizenship. Evaluator's Report.
SPONS. AGENCY- United States Information Agency, Washington, DC.
PUB DATE- 99
NOTE- 38p.; Barbara Malak-Minkiewicz was a major collaborator on this report.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Citizenship; *Citizenship Education; *Civics; *Curriculum Development; Democracy; Evaluation Criteria; Evaluation Methods; High Schools; Social Studies
IDENTIFIERS- *Czech Republic

This report evaluates a project undertaken in the Czech Republic to create lesson scenarios to revise the existing social studies curricular framework for the third form of secondary school (ages 17-18) with special reference to the overarching objectives for civic education reform started in 1989. These objectives included the elimination of Marxist-Leninist perspectives in the curriculum; a renewed study of Czech history, culture, heritage, and geography; and a pedagogical shift from transmitting information to passive students to the prompting of inquiry and active learning. The evaluator's activities included a presentation about evaluation to the lesson design team of Czechs, development of draft versions of instruments to gather feedback about the lessons, attendance at meetings at which field testing was planned, observation of training for computer-assisted simulation, attendance at other relevant meetings, and preparation of the report. Three assumptions and decisions framed the evaluation: (1) the focus should be almost exclusively on the lessons being developed, their quality, and how they were being received by teachers and students during the field test period; (2) use of several methods of data collection and sources of data was the only way to assure that the necessary depth of information about the lessons could be obtained; and (3) the "center of gravity" for both collecting and analyzing that data should be in the Czech Republic and not at the Universities of Maryland or Iowa. The report outlines the project in detail and summarizes the strengths and weaknesses in its planning and design, the lessons, training and capacity building, and communication and motivation. Contains a table and 8 notes. Appendix 1 features lesson topics, types of student participation, and teacher and student feedback. Appendix 2 contains notes on interviewing teachers. (BT)

ED 431 694 SO 030 881

Bishop, J. Joe
Locating Czech Democracy: A Semantic Differential Analysis of the Meaning of Democracy among Students and Teachers in Three Types of Secondary Schools.
PUB DATE- 99
NOTE- 23p.; Paper presented at the Midwest Sociological Society Meeting (Minneapolis, MN, April 8-11, 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Adjectives; Data Collection; *Democracy; Factor

ED 431 711 SP 038 566

Krieger, Melanie Jacobs
How To Create an Independent Research Program.
PUB DATE- 99
NOTE- 72p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Educational Research; High Schools; *Research Projects; Student Participation; *Student Research; Teacher Researchers

This guide explains how to establish a research program within a school and how to get students involved in independent research projects and national research competitions. Chapter 1, "Selling the Program," examines benefits to the community, school, teachers, and students. Chapter 2, "Assessing Your Situation," discusses how independent research fits with current educational practices and how to survey community resources. Chapter 3, "Practical Considerations for the School," looks at program models, creating a budget, and finding facilities. Chapter 4, "Practical Considerations for the Teachers," discusses recruiting and selecting students, a case study in selecting students, teaching techniques, grading policy, identifying projects, and identifying and defining mentors. Chapter 5, "The Curriculum," focuses on defining independent research projects for students, using the scientific method, keeping a research notebook, using statistical methods, presenting papers, presentation aids, answering questions, ethical and moral considerations, and safety concerns. Chapter 6, "The Next Steps," discusses the steps needed to maintain the program and let it grow. Throughout the book, examples are provided of a research program at one New York high school. Three appendixes describe the competitions, sample project titles, and opportunities for students. (SM)

ED 431 712 SP 038 567

Seng, SeokHoon
Enhancing the Resilience of Adolescent Girls through the Mentoring Programme.
PUB DATE- 98
NOTE- 10p.; Paper presented at the Triennial Conference of the International Federation of University Women (26th, Graz, Austria, August 20-25, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Achievement; *Adolescents; Child Development; College School Cooperation; Community Services; Elementary School Students; *Females; Foreign Countries; Intermediate Grades; *Mentors; *Resilience (Personality); *School Community Relationship; Secondary Education; Secondary School Students; *Self Esteem; Volunteers
IDENTIFIERS- *Singapore

This paper describes a community service program in Singapore that involves voluntary mentoring, focusing on its impact upon

ED 431 730 SP 038 591

Geary, William T.
Staff Development in Cooperative Learning for Inservice Teachers.
PUB DATE- 99
NOTE- 16p.; Paper presented at the Annual Meeting of the American Educational Research Association (Montreal, Quebec, Canada, April 19-23, 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Case Studies; *Cooperative Learning; Elementary Education; *Elementary School Teachers; *Faculty Development; Inservice Teacher Education; Program Evaluation; Teacher Attitudes; Teacher Improvement

This ethnographic case study of six teachers in a metropolitan public elementary school investigated the structure and process of staff development for inservice teachers who were incorporating cooperative learning into their classroom practices. The researcher collected data from planning meetings, site visits with observations, questionnaires, individual interviews, and focus group discussions. The project lasted 1 school year, with data collected before, during, and after staff development sessions that were designed to help teachers implement cooperative learning. Information came from both teacher self-report data and observations from researchers. Data analysis indicated that teachers considered the staff development program successful because it impacted their students both within their classrooms and at recess. They believed that the inservice training addressed their specific goals. Teachers learned both from group facilitators and from one another. However, there were situations where teachers' lack of a theoretical overview caused them to think in short-sighted ways and make decisions that conflicted with one another. Other areas of concern included time pressures that teachers faced and long-term support for the effort. (Contains 36 references.) (SM)

ED 431 731 SP 038 592

Deer, Christine E.
Leading Reform in Teacher Education: A Rocky Road.
PUB DATE- 99
NOTE- 22p.; Paper presented at the Annual Meeting of the American Educational Research Association (Montreal, Quebec, Canada, April 19-23, 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Administrator Responsibility; *Educational Change; Educational Finance; Elementary Secondary Education; Faculty Development; Foreign Countries; Higher Education; Inservice Teacher Education; Leadership; *Preservice Teacher Education; Self Evaluation (Individuals); Teacher Collaboration; Teacher Educators; Teacher Improvement
IDENTIFIERS- University of Technology Sydney (Australia)

This paper presents one educator's experiences at the University of Technology, Sydney, Australia, in leading teacher education reform from 1990-1996. It is written from her perspective as the head of a school of teacher education. The school is primarily concerned with preparing elementary educators, with

ED 431 749 SP 038 616

Cohen, David K.; Ball, Deborah Loewenberg
Instruction, Capacity, and Improvement.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 99
NOTE- 47p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Change Strategies; Educational Change; Educational Environment; *Educational Improvement; *Educational Quality; Elementary Secondary Education; Faculty Development; Higher Education; Preservice Teacher Education; Teacher Effectiveness; Teacher Improvement; Teacher Role; *Teacher Student Relationship; *Teaching Skills
IDENTIFIERS- *Capacity Building

This research report offers a theoretical frame for examining recent instructional improvement efforts. First, it develops a theoretical view of instruction and an analysis of the environments of instruction. It analyzes the relations between instruction and its environments and the circumstances under which intervenors must operate. The report discusses the problems and possibilities for intervention, offering an instructional theoretical frame. It develops an interactive model of instruction to analyze both teaching and efforts to improve teaching. The report elaborates on this split-level frame as it goes, drawing out implications for understanding instruction, instructional improvement, and research on the two. It concludes by summarizing the ideas and distinguishing them from other approaches to understanding and studying school improvement. Section 1, "Instruction," focuses on the interactions among teachers and students around educational material, discussing issues related to instructional capacity. Section 2, "Implications for Intervention and Research," examines comprehensiveness and intervention, teachers' unique roles, and teachers' opportunities to learn. Section 3, "Instruction and its Environments," focuses on schools, system organization, coordination of instruction, professional norms, resources for professional education, professional learning, the issue-attention cycle, and society and culture. Section 4, "Intervention," discusses design, specification, and development. Section 5, "Enactment," discusses relationships between intervenors and enactors. Implications for intervention and research are noted. (SM)

ED 431 750 SP 038 617

Teacher Training. Over $1.5 Billion Federal Funds Invested in Many Programs. Statement of Marnie S. Shaul, Associate Director, Education, Workforce, and Income Security Issues, Health, Education, and Human Services Division. Testimony before the Subcommittee on Postsecondary Education, Training and Life-Long Learning, Committee on Education and the Workforce, House of Representatives.
PUB DATE- 99
NOTE- 23p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.

ED 431 768 SP 038 637

Burnett, Paul C.
The Impact of Teachers' Praise on Students' Self-Talk and Self-Concepts.
PUB DATE- 99
NOTE- 5p.; Paper presented at the Annual Meeting of the American Educational Research Association (Montreal, Quebec, Canada, April 19-23, 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Elementary Education; Elementary School Mathematics; Elementary School Students; Elementary School Teachers; Foreign Countries; Mathematics Education; Parent Student Relationship; Reading Skills; *Self Concept; *Student Attitudes; Teacher Student Relationship
IDENTIFIERS- Australia; *Self Talk

This study investigated the mediating effect of self-talk between positive and negative statements made by teachers and students' academic self-concepts (reading, mathematics, and learning). Participants were 269 students in grades 3-7 at a middle-class, metropolitan, Australian elementary school. A research assistant administered the following instruments: (1) the "Significant Others Statements Inventory" (which measured children's perceived frequency of positive and negative statements made by parents, teachers, siblings, and peers); (2) the "Self-Talk Inventory" (which examined positive and negative self-talk); and (3) the "Self-Concepts" scale (which examined reading and mathematics self-concept). Data analysis indicated that positive self-talk did mediate between the perceived frequency of teachers' praise and students' reading self-concept. Additionally, negative self-talk predicted math self-concept, but it was not related to teacher statements. Positive statements made by teachers were more influential than negative statements as indicated by direct paths from positive statements to positive self-talk and math and learning self-concepts and the fact that negative statements were not predictive of any of the self-talk or self-concept variables. (Contains 12 references.) (SM)

ED 431 769 SP 038 638

Harlan, Joan C.; Rowland, Sidney T.
Behavior Management Strategies for Teachers. A Student Workbook.
PUB DATE- 99
NOTE- 129p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- *Classroom Techniques; Disabilities; *Discipline; Elementary Secondary Education; Higher Education; *Student Behavior; Student Motivation

This workbook is designed to reinforce teacher-education students' understanding of the basic principles of classroom management that are described in the text, "Behavior Management Strategies for Teachers." The 15 chapters parallel those in the main text. Each provides a brief summary of the corresponding textbook chapter, questions on chapter content, and suggested activities for class and homework assignments and projects. The

ED 431 789 TM 029 874

Abedi, Jamal
Examining the Effectiveness of Accommodation on Math Performance of English Language Learners.
PUB DATE- 99
NOTE- 15p.; Paper presented at the Annual Meeting of the National Council on Measurement in Education (Montreal, Quebec, Canada, April 19-23, 1999). For related documents, see TM 029 871-872.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Definitions; English (Second Language); Glossaries; Grade 8; *Limited English Speaking; *Mathematics Achievement; Mathematics Tests; *Middle School Students; Middle Schools; National Competency Tests; Performance Factors; Standardized Tests; *Student Characteristics; *Test Construction; Test Items; Test Results; *Timed Tests
IDENTIFIERS- National Assessment of Educational Progress

Different forms of accommodation have been suggested in the assessment of English language learners (ELL). This study examined the effectiveness of a few accommodation strategies on the performance of ELL students in mathematics. A group of 946 eighth graders participated in this study. Using mathematics test items from the National Assessment of Educational Progress, researchers used four accommodation strategies: (1) modified (simplified) English language of the test items; (2) a glossary; (3) the original English with extra test time; and (4) the glossary with extra time. Students were assigned randomly to the different accommodation forms and to a comparison group within participating classrooms to control for teacher and school effects. The results of the analyses suggest that receiving extra time may have an impact on students' mathematics performance. Students, particularly ELLs, performed slightly higher on the modified version. When students received extra time to work on their mathematics tests, their scores increased about a point, indicating a potential accommodation effect. It appears that the presence of the glossary on nonmathematics-related terms may have had minimal effect on students' mathematics performance. However, when the glossary was combined with receiving extra time, the mathematics performance among the students appears to be the greatest. (Author/SLD)

ED 431 790 TM 029 875

Davis, Donna; Butler-Kisber, Lynn
Arts-Based Representation in Qualitative Research: Collage as a Contextualizing Analytic Strategy.
PUB DATE- 99
NOTE- 29p.; Paper presented at the Annual Meeting of the American Educational Research Association (Montreal, Quebec, Canada, April 19-23, 1999).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Art Products; *Artists; *Collage; *Context Effect; Educational Research; Foreign Countries; *Qualitative Research; *Research Methodology

"Memoing," the "theorizing write-up of ideas about codes and

ED 431 810 TM 029 930

Fejoku, Caroline Gay
Scholastic Assessment Test (SAT) Results, 1997-98. Measuring Up: E&R Report No. 99.11.
PUB DATE- 98
NOTE- 8p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Academic Achievement; *College Entrance Examinations; *High School Seniors; High Schools; Racial Differences; Scores; Sex Differences; Tables (Data); *Test Results
IDENTIFIERS- *Scholastic Assessment Tests; *Wake County Public School System NC

The Scholastic Assessment Tests (SAT) are national examinations designed to assess a student's chances of success at the college level. There are two SAT examinations, the SAT I, a reasoning assessment of students' verbal and mathematics skills, and the SAT II, in which students are tested in specific subject areas. In Wake County (North Carolina), 3,337 high school seniors took the SAT I, representing 76% of the county's seniors. The average SAT score for Wake County Public Schools seniors in 1997-98 was one of the highest in North Carolina, second only to one other district. This average score increased by 5 points over 1996-97. Significant gaps continued to exist between males and females and black and white students, but this gap, which is also seen nationally, has been closing over the past decade. An appendix contains a report of SAT scores according to family income, parent education level, high school grade point average, and high school rank. (Contains seven tables.) (SLD)

ED 431 811 TM 029 931

Tyler, Doris; Manzo, Deborah
Intervention/Prevention Grant Evaluation 1996-98. E&R Report No. 99.16.
SPONS. AGENCY- North Carolina State Dept. of Public Instruction, Raleigh.
PUB DATE- 99
NOTE- 34p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Academic Achievement; *Behavior Change; Disadvantaged Youth; Dropouts; Elementary Secondary Education; Grants; *High Risk Students; *Intervention; *Prevention; Program Evaluation; State Aid; Student Characteristics
IDENTIFIERS- Multidisciplinary Teams; *Student Support Teams; *Wake County Public School System NC

The Intervention/Prevention Program in the Wake County Public Schools (North Carolina) provides support to students who are experiencing academic, behavioral, family, and emotional difficulties that interfere with learning. The Student Support Team (SST) at each school provides this support. The SST is a collaborative, multidisciplinary team that is responsible for developing an action plan that supports the individual student. During the 1997-98 school year, 3,963 students were referred to the SST program. Most were being served in the regular classroom. About 50% of those referred identified themselves as

ED 431 831 UD 032 974

Yu, Ming
Plans of the 1997 Graduates, Los Angeles Unified School District. Publication No. 700.
PUB DATE- 98
NOTE- 113p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Academic Aspiration; College Bound Students; College Entrance Examinations; Course Selection (Students); *Educational Experience; *High School Graduates; High Schools; Questionnaires; *Student Attitudes; Student Employment; Student Surveys; Tables (Data); *Urban Education
IDENTIFIERS- *Los Angeles Unified School District CA

This report provides information on the educational experiences and plans of the Los Angeles Unified School District (LAUSD) (California) 1997 graduates. Seniors from regular, continuation, and opportunity high schools and schools of choice and for handicapped students were surveyed. In October 1996, there were 27,387 seniors in the LAUSD schools. Of these, 15,496 completed questionnaires for the survey. Approximately half of these students held part-time jobs while in high school. A large percentage took general academics (48%) and college preparatory courses (48%), and only 4% took vocational courses. Over 16% of these seniors had taken English-as-a-Second-Language courses. As of one month before graduation, 51% of the seniors had taken the Scholastic Assessment Tests and 20% had taken the ACT Assessment. About 36% of the seniors planned to attend 4-year colleges and 25% planned to attend 2-year colleges. Seniors noted their teachers and the quality of education as the best features of their schools, and they rated all areas of their instruction as close to "above average." While they considered their schools' reputations, spirit, and instructional programs as "average," they rated the condition of their school buildings and classrooms as slightly "below average." Appendixes contain tables of study data and the student survey. (Contains 13 figures and 26 tables.) (SLD)

ED 431 832 UD 032 975

Gregory, Terri G.
Focused Training for Teachers of At-Risk Students in Alternative Education.
PUB DATE- 98
NOTE- 53p.; A Master of Education professional project, Western Oregon University.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Dissertations/Theses - Master Theses (042),Reports - Descriptive (Program/Project Descriptions) (141),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Course Content; Curriculum; Disadvantaged Youth; *Dropout Prevention; *High Risk Students; High Schools; Higher Education; *Masters Degrees; *Nontraditional Education; *Teacher Education

A proposal is made to meet the requirements of a section of the Master of Science in Education degree plan with a special emphasis on alternative education. The requirements of the section of the degree plan can be met with recommended courses

Fiester, Leila
Getting Smart, Getting Real: Using Research and Evaluation Information To Improve Programs and Policies. Report of the Annie E. Casey Foundation's Research and Evaluation Conference (Baltimore, MD, September 27-29, 1995).
PUB DATE- 95
NOTE- 72p.; "With assistance from Miriam Gonzales and Sara Nathanson."
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Conferences; Evaluation Methods; *Policy Formation; Program Development; Program Implementation; Research and Development; *Research Utilization; Social Science Research; Urban Problems; *Urban Youth

The second research and evaluation conference of the Annie E. Casey Foundation attracted many participants from the public and private sectors. In spite of their diverse backgrounds and approaches to evaluation, the participants shared a sense that researchers and evaluators need to find better ways to collect and use information. The primary goals of the conference was to strengthen the connection between research and the development of programs and policies that improve outcomes for children. This report summarizes the discussions surrounding each of the major research and evaluation issues that conference participants identified as affecting programs and policy making. The conference overview is divided into three sections: (1) understanding the need for better research and evaluation; (2) adapting research and evaluation to meet current needs; and (3) using research and evaluation information to improve programs and policies. Appendixes contain the text of the speeches delivered by the keynote speakers; the conference agenda; and a list of participants. (SLD)

ED 431 854 UD 033 020

City Kids Count: Data on the Well-Being of Children in Large Cities.
PUB DATE- 97
NOTE- 257p.
LANGUAGE- English
EDRS Price- MF01/PC11 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adolescents; Child Welfare; *Children; *Disadvantaged Youth; Educationally Disadvantaged; Elementary Secondary Education; *Socioeconomic Status; Tables (Data); Urban Areas; *Urban Youth; *Well Being

This publication presents the best available data on children living in the 50 largest cities in the United States. Each city is assessed in terms of 10 key indicators of child well-being. These indicators focus, as they do in the annual "Kids Count" report, on outcome measures of children's educational social, economic, and physical well-being. Several demographic, social, and background measures are also shown for each city. A significant share of all U.S. children (one in six in 1990) and a disproportionate share of disadvantaged children live in one of these cities. Roughly one-half of all the children in the United States who live in "distressed" neighborhoods, defined as communities with high concentrations of poverty, large numbers of female-headed families, substantial unemployment, and high welfare dependency live in 1 of these 50 largest cities. Profiles of child well-being in each of the 50 largest and services. (KB)

ED 431 549 PS 027 745

Thurman, Richard; Wolfe, Kenton
Improving Academic Achievement of Underachieving Students in a Heterogeneous Classroom.
PUB DATE- 99
NOTE- 48p.; Master's Action Research Project, Saint Xavier University and IRI/Skylight.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Dissertations/Theses - Undetermined (040)
DESCRIPTORS- *Academic Achievement; *Action Research; Cooperative Learning; Goal Orientation; Grouping (Instructional Purposes); Interpersonal Competence; *Middle School Students; Middle Schools; Problem Solving; Program Effectiveness; *Student Improvement; Teacher Student Relationship; Thinking Skills; *Underachievement

This action research project implemented and evaluated a program to address the academic needs of all students in a heterogeneous classroom. The targeted population consisted of middle school students in a rural western Illinois community. Evidence of academic underachievement was documented by teacher observation, surveys, test scores, and student assignments. The 4-month intervention was multifaceted and included student goal setting, development of unit organizers, classroom grouping strategies, improved teacher-student contact time, the use of social skills, and the use of higher order thinking skills in problem-solving activities. Ten seventh and eighth graders identified as underachievers were studied over an 11-week period. Evaluation findings indicated that, following the intervention, the underachieving students were actively engaged in the learning process and took better responsibility for their learning. Nine of the ten students improved academic achievement during the intervention by about half a letter grade. (Contains 34 references.) Appendices include the teacher survey, unit goals of achievement, self-evaluation of unit progress: homework and class participation, and student questionnaire. (KB)

ED 431 550 PS 027 746

Francois, Robert; Harlacher, Gary; Smith, Bruce
Improving Student Behavior in the Classroom by Using Assertive Discipline Strategies.
PUB DATE- 99
NOTE- 77p.; Masters Action Research Report, Saint Xavier University and IRI/Skylight.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Dissertations/Theses - Undetermined (040)
DESCRIPTORS- Action Research; Change Strategies; Classroom Techniques; Cooperative Learning; *High School Students; High Schools; Multiple Intelligences; Program Effectiveness; Questionnaires; *Student Behavior; Student Improvement; *Student Motivation; Teacher Student Relationship; Teaching Methods; Thinking Skills
IDENTIFIERS- *Assertive Discipline

This action research project implemented and evaluated a plan to deal with students who lack enthusiasm about school and have difficulty in following classroom rules, keeping on task, and using appropriate social skills. The targeted population consisted of high school students in five industrial technology

(1) historical dropout information; (2) a summary of dropout rates based on dropout characteristics and school district characteristics; (3) a listing of dropout rates broken down by county, district, and campus; and (4) national comparative data. After the end of each school year, districts report dropout information for grades 7-12 using the Public Education Information Management System. Highlights from the report include: (1) in 1996-97, a total of 26,901 students in grades 7-12 dropped out of Texas public schools; (2) statewide, the annual dropout rate was 1.6 percent, a slight improvement over the 1995-96 rate of 1.8 percent; (3) over 80% of dropouts were overage for grade; (4) males were more likely to drop out than females; (5) Hispanics made up the largest proportion of dropouts (51.5 percent); (6) the largest school districts and those with poor performance on state standardized tests had the highest dropout rates; and (7) Texas had the second lowest dropout rate of 29 states using comparable data collection methods. Dropout rates are reported by ethnicity, grade level, various indicators of risk or disadvantage, and reasons for leaving school. Appendix A contains 1996-97 dropout rates by district characteristics. The appendix also explains category descriptions, which include enrollment, location (urban-rural), property wealth, total tax effort, cost of education index level, and others. Appendix B is a lengthy data table of over 75 pages that details dropout rates by district and school, with separate figures for Whites, Blacks, Hispanics, and economically disadvantaged. Enrollment and estimated longitudinal dropout rate are included for each school. The report contains 11 data tables and 20 references. (CDS)

ED 431 569 RC 021 885

Grade Level Retention of Texas Students, 1996-97 Report.
PUB DATE- 98
NOTE- 146p.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Blacks; Data Collection; Elementary Secondary Education; *Grade Repetition; Hispanic Americans; Institutional Characteristics; Minority Groups; *Public Schools; *School Districts; School Statistics; Student Characteristics; Tables (Data); Whites
IDENTIFIERS- *Texas

This report looks at student retention in Texas over a 4-year period, beginning with the 1993-94 school year. Grade-level retention is typically defined as having a student repeat an unsuccessful grade or holding back a child not developmentally ready to enter school. The information is analyzed by grade, ethnicity, and gender, as well as other student characteristics. The report is intended to provide the legislature, the Texas Education Agency, and educators with a basis for reviewing current policies related to grade-level retention. Data were collected using the Public Education Information Management System. Highlights of the report show that in 1996-97, a total of 147,202 students were retained in grade. The overall retention rate for students in grades K-12 was 4.2 percent. The highest retention rate was found in grade 9, at 17.8 percent. Retention rates were higher among males than females, among Hispanic and African American students compared to White students or others, and among economically disadvantaged students compared to advantaged students. The highest retention rates were found in large urban districts.

In the United Kingdom, the term "outdoor management development" (OMD) is commonly used to describe courses using outdoor facilities to achieve the aims of management development. OMD courses claim to be able to train staff and managers from a variety of organizations. The received wisdom in OMD is that practice in the field has a sound theoretical basis and that it achieves the results it claims. To compare personal experiences with the received wisdom, 46 participants were interviewed and took part in focus group discussions several weeks after their attendance on OMD courses at Brathay Hall in the English Lake District. Participants were asked to make sense of the course and describe all aspects of the course that they noticed. Key findings were: (1) course aspects that participants noticed and commented on corresponded to received wisdom on the theoretical basis for OMD, matching the content of theories such as Kolb's learning cycle, the findings from empirical research, and much that has been written about experiential learning; (2) participants understood course objectives, identified outcomes that could be evaluated at several levels, and described links between learning on the course and the context of their working life; and (3) statements about course outcomes fell into the categories of personal learning, team learning, and general principles. (SV)

ED 431 587 SE 062 261

Living in Water: An Aquatic Science Curriculum for Grades 5-7.
SPONS. AGENCY- National Science Foundation, Arlington, VA.
PUB DATE- 97
NOTE- 436p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Biological Sciences; Biology; Classification; Earth Science; Ecology; *Integrated Activities; Language Arts; Mathematics Education; Middle Schools; Models; Physical Sciences; *Science Education; Science Process Skills; Scientific Concepts; Scientific Principles; *Water; Water Resources

"Living in Water" is a classroom-based, scientific study of water, aquatic environments, and the plants and animals that live in water. The lessons in this curriculum integrate basic physical, biological, and earth sciences, and mathematics. The integration of language arts is also considered essential to its success. These lessons do not require a water monitoring program or access to an aquatic habitat, although it includes suggested field experiences for students. Several themes run throughout the curriculum, including control of variables in the design of valid experiments, the usefulness of models in understanding natural systems, application of knowledge in the design and testing of models, the collection and manipulation of numerical data, and identification of things using classification based on common characteristics. The curriculum is divided into six sections: (1) Living in Water: Aquatic Habitats-Freshwater, Estuarine, and Marine; (2) Things Dissolve in Water; (3) Temperature Changes and Aquatic Habitats; (4) Moving or Staying Put: Maintaining Position within Aquatic Habitats; (5) Light in Water; and (6) Wrapping It Up: Projects and Programs. Each section presents science content information as well as student activities. Lessons use various approaches and instructional strategies. (WRM)

ED 431 588 SE 062 440

Rahm, Jrene
Is That Really Science? A Look at the Science Practice of an Inner-City Youth Gardening Program.
PUB DATE- 99
NOTE- 27p.; Paper presented at the Annual Meeting of the American Educational Research Association (Montreal, Quebec, Canada, April 19-23, 1999).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Adolescents; High Risk Students; Middle Schools; Nonformal Education; Outdoor Education; Plants (Botany); Science Education; Scientific Enterprise; *Scientific Literacy; Scientific Principles; *Student Attitudes; *Urban Youth
IDENTIFIERS- *Gardening

Children have ample opportunities to learn about science outside of school through visits to science museums, participation in extra-curricular science programs, and by pursuing experiments at home, yet few studies have examined what it means to do science in such places and how such ways of knowing might become integrated with, or differentiated from, school science. In an attempt to fill this gap, a qualitative case study of an inner-city youth gardening program was pursued. The purpose of this study was to delineate the meaning of science as made and conveyed through the activities and the conversations in which participants engaged, and to determine whether participants shared the program's notion of science and perceived themselves as science practitioners. Findings suggest that the program provided opportunities to gather much factual and practical science knowledge that was very context-specific. In addition, results show that participants held very rudimentary notions of science which served as a yardstick for the assessment of the program activities as scientific. Garden work was perceived as entailing science only if it could be framed in terms of conducting an experiment or as engaging in observations. Despite participants' interpretation of gardening as having little to do with "real science," this paper concludes with a discussion of how an appreciation for and awareness of the natural world--two important components of scientific literacy--could be developed through garden work. Contains 36 references. (Author/WRM)

ED 431 611 SE 062 559

Fisher, Darrell L.; Kim, Heui-Baik
Constructivist Learning Environments in Science Classes in Korea.
PUB DATE- 99
NOTE- 12p.; Paper presented at the Annual Meeting of the American Educational Research Association (Montreal, Quebec, Canada, April 19-23, 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Constructivism (Learning); *Curriculum Development; Educational Assessment; Educational Change; Foreign Countries; General Science; Grade 10; Grade 11; High Schools; Instructional Effectiveness; Reliability; *Science Curriculum; Science Education; *Student Attitudes; Validity
IDENTIFIERS- *South Korea

This paper reports on research conducted to determine whether science curriculum reform efforts in Korea have had a positive effect on the classroom learning environment from a gains on the Texas Assessment of Academic Skills (TAAS) math scale in grades 3-5 from the year before the program began to the end of the first implementation year. The third study found substantial gains on the Comprehensive Test of Basic Skills (CTBS) mathematics concepts and applications scale for grades 4-5 (but not 3) in a Palm Beach County, Florida school. (Contains 22 references.) (Author)

ED 431 632 SE 062 700

Klein, Stephen; Hamilton, Laura; McCaffrey, Daniel; Stecher, Brian; Robyn, Abby; Burroughs, Delia
Teaching Practices and Student Achievement: Report of First-Year Findings from the "Mosaic" Study of Systemic Initiatives in Mathematics and Science.
SPONS. AGENCY- National Science Foundation, Arlington, VA.
PUB DATE- 99
NOTE- 100p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Academic Achievement; Educational Assessment; Educational Change; Educational Innovation; Elementary Secondary Education; *Mathematics Achievement; *Mathematics Instruction; Program Effectiveness; *Science Instruction; Teacher Education
IDENTIFIERS- National Science Foundation; *Science Achievement; *Systemic Educational Reform

During the 1990s, the National Science Foundation (NSF) funded a number of large-scale initiatives designed to change the way mathematics and science are taught in schools. These efforts, called Systemic Initiatives, shared a common emphasis on aligning all aspects of the educational system in support of a shared vision of effective mathematics and science education. In 1996, NSF provided funds to RAND to investigate the relationships between student achievement in mathematics and science and the use of instructional practices that are consistent with reform. In this report, results from the first year of the study are presented. Background information on the reforms, particularly the initiatives currently being funded by NSF, is given. Existing evidence on the effectiveness of these efforts and the difficulties researchers face in measuring relevant student outcomes is summarized. The approach to studying the problem, including the sample, measures, and methods of analysis, is described. Results from six sites are given. Finally, the conclusion of this report provides a summary of major findings, a discussion of the limitations of the analysis, and directions for future research and evaluation. Contains 31 references. (ASK)

ED 431 633 SE 062 702

Molyneux-Hodgson, Susan
Messages from the Front and Other Places: How Engineering Students are Enculturated into Mathematics.
PUB DATE- 99
NOTE- 16p.; Paper presented at the Annual Meeting of the American Educational Research Association (Montreal, Quebec, Canada, April 19-23, 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Concept Formation; *Engineering Education; Foreign

Principles; Elementary Secondary Education; Foreign Countries; *Teacher Rights; *Unions
IDENTIFIERS- Education International (Belgium); International Labour Organisation; Noninstructional Staff; *Right to Education; Universal Declaration of Human Rights

In many countries, often at great personal cost, teachers and education support staff are at the forefront of the struggle for basic trade union and human rights. This book acknowledges their contributions. It also draws inspiration and hope from their efforts to show that a commitment to the interests of every child, to quality education, and to effective trade union organization can make a difference. The report focuses on the extent to which the right to education is available to children and adults, and the extent educators enjoy fundamental human and trade union rights set out in the major international declarations and conventions. Child labor in every country where Education International has members (Africa, Asia and the Pacific, Europe, Latin America, North America, and the Caribbean) is highlighted. The report contends that the juxtapositioning of access to education, child labor, and trade union rights for teachers and other education staff reflects their interrelationship and the conviction that progress in one area cannot be sustained without progress in the others. (BT)

ED 431 653 SO 029 940

Heath, Inez A.
The Teacher's Field Journal: Traveling To "Remember" History.
PUB DATE- 96
NOTE- 12p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Field Trips; Foreign Countries; History Instruction; Instructional Innovation; *Journal Writing; Middle Schools; Secondary Education; Social Studies; *Travel; *World Affairs; *World History
IDENTIFIERS- Holocaust; *Personal Experiences; *Teacher Journals

Social studies teachers should consider ways in which personal experiences can enhance their teaching of world events. As more and varied travel opportunities are made available to educators through work-study tours and educational organizations, so too are the possibilities for making the travel experience a resource that can be a "jumping-off" point for meaningful learning in the classroom. Finding interesting ways to share the travel experiences with students can be effective in motivating students to learn about events in history that are often seen as boring and irrelevant. The "what I did on my summer vacation" approach has proven to be of little value in motivating students to write and to expand knowledge about the places visited. By approaching travel as a "sensory experience" in which the teacher shares thoughts and insights, students become involved in the teacher's experience as a learner. Both the teacher and students share the experience and together they explore places unknown. In using the field journal approach, the teacher can elicit interest in geography, history, and culture and encourage students to enhance their global perspectives. The field journal entry that is used to illustrate the process is from a visit to the Dachau Memorial (Germany). Contains 8 references and 3 endnotes. (Author/BT)

Concepts at the heart of intercultural communication are addressed in a step-by-step manner and include individualism and collectivism, monochronic and polychronic concepts of time, verbal and nonverbal communication styles, and power distance relationships in the workplace. Cross-cultural dialogues are used as pre- and post-tests to analyze the ideas introduced. The exercises presented are simple, clear, and enlightening. Culture has an invisible dimension (assumptions, values, and beliefs) and a visible dimension (behavior) and these two dimensions relate to each other as cause and effect, respectively. Four stages of cultural awareness are defined and discussed. Chapter titles are: (1) "What is Culture?"; (2) "Building Blocks of Culture"; (3) "Styles of Communication"; (4) "Culture in the Workplace"; and (5) "The Cross-Cultural Perspective." The book concludes with an epilogue and books for further information on cultural differences and intercultural communication. (BT)

ED 431 674 SO 030 727

Wojcik, Susan Brizzolara
Iron Hill School: An African-American One-Room School. Teaching with Historic Places.
PUB DATE- 99
NOTE- 23p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Historical Materials (060)
DESCRIPTORS- *Black Culture; *Black Education; *Black History; Black Students; Educational Environment; *Educational History; History Instruction; *One Teacher Schools; Racial Segregation; Secondary Education; Social Studies; United States History
IDENTIFIERS- *African Americans; Delaware; Du Pont Family; *Historic Sites; National Register of Historic Places; Progressive Era

Students explore concepts of Progressive Era education and learn how the philanthropic efforts of Pierre Samuel du Pont helped transform Delaware's education system for African American school children. It is based on the National Register of Historic Places registration file "Iron Hill School Number 112C," interviews with former pupils, and other source materials. This lesson can be used in teaching units on the Progressive Era, or on the themes of segregation, education, and the evolution of civil rights for African Americans in the first part of the 20th century. Objectives for students are: (1) to consider the impact segregation had on the quality of education available to African Americans; (2) to explain education concepts of the Progressive Era that were incorporated into African-American schools in Delaware; (3) to examine the motives and results of Pierre Samuel du Pont's philanthropic efforts on behalf of Delaware's African-American school children; and (4) to discover the history of their own school. Materials available for student use are a map of Delaware, three readings about du Pont's contribution and Progressive Era school architecture, three photos of Iron Hill School and an African-American school in Louisiana, a floor plan of the Iron Hill School, and a 1919 advertisement for school equipment. The lesson is divided into the following teaching activity sections: (1) "Setting the Stage: Maps"; (2) "Determining the Facts: Readings"; (3) "Visual Evidence: Images"; and (3) "Putting It All Together: Activities." (BT)

Analysis; Field Studies; Foreign Countries; Language Research; Secondary Education; *Semantic Differential; *Semantics; Student Surveys; Teacher Surveys
IDENTIFIERS- *Czech Republic

A study explored the meanings of democracy held by teachers and students in each of the three types of secondary schools in an emerging democracy (the Czech Republic) by locating the meaning in multi-dimensional semantic space. Data were collected during 2 months of fieldwork conducted in the Czech Republic during the fall of 1997. Students and teachers representative of three different types of schools in one large city, two medium-sized cities, and one small town were asked to think about the type of government the Czech Republic had while they completed a semantic differential scale composed of 57 bipolar adjectives. Factor analysis was used to represent the adjective pairs as a smaller number of variable factors. Results indicated significant age differences on the evaluative factor, sex differences on the potency and stability factors, school level differences on the evaluative, potency, and stability factors, and a social class/prestige difference on the stability factor. No significant difference was found on the pervasiveness factor. Includes 17 notes, a figure, 8 tables of data and 34 references. An appendix lists prestige scores assigned to father's and mother's occupations. (Author/BT)

ED 431 695 SO 030 882

Bishop, J. Joe
Czech Democracy and Civic Education.
PUB DATE- 99
NOTE- 25p.; Paper presented at the Conference on Qualitative Research in Education (Athens, GA, January 8-10, 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Citizenship Education; *Civics; Comparative Analysis; *Cultural Context; Data Collection; *Definitions; *Democracy; Field Studies; Foreign Countries; Qualitative Research; Secondary Education; Student Reaction; Teacher Response
IDENTIFIERS- *Czech Republic

This paper describes and analyzes definitions of democracy and civic education of teachers and students in each of three types of secondary schools in an emerging democracy: the Czech Republic. The paper's theoretical framework is rooted in anthropological and sociological notions of the social context of culture that attend to the fact that all human acts, like this statement and the research that informed it, display four features common to all acts of cultural production. Analysis focuses on the "subject-object relations" that are displayed in the class of objects acknowledged and singled out for attention as well as in the manner in which the object (democracy, citizenship, and civic education) is defined. Data reported were collected during 2 months of field work in the Czech Republic during 1997. Approximately 350 students were asked to write answers to the following questions: (1) How would you define democracy? (2) How would you define citizenship? and (3) How would you define civic education (citizenship education)? The answers listed in the paper are coded for evidence of recognition of the rights and obligations of democratic citizenship and comparisons are made across cities and types of schools as well as between students and teachers. Results reported in the paper suggest that "gymnazium" student adolescent girls. The paper highlights some of the ways in which community service providers come together to exchange ideas and practices to build up the social and emotional capacities of adolescent girls. After discussing issues related to female adolescent development, the tendency toward decline in self-esteem and academic achievement as they enter adolescence, and the need for resilience to keep them functioning when confronted with low self-esteem, the paper focuses on Singapore's volunteer mentoring program for adolescent girls. The program involves mentors who are over the age of 16 years who work with girls in upper elementary and lower secondary school. Set up by the Singapore government, the program involves 22 members representing various relevant government ministries, statutory boards, and major youth organizations. The paper provides examples of different mentoring programs in Singapore and discusses research on the mentoring experience. It concludes by explaining that the mentoring program benefits both mentees and mentors, noting problems within the program, and describing training workshops for female mentors. (SM)

ED 431 713 SP 038 569

Beatty, Brenda R.
Teachers Leading Their Own Professional Growth: Self-Directed Reflection and Collaboration and Changes in Perception of Self and Work in Secondary School Teachers.
PUB DATE- 99
NOTE- 34p.; Paper presented at the Annual Meeting of the American Educational Research Association (Montreal, Quebec, Canada, April 19-23, 1999).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Faculty Development; Foreign Countries; Group Discussion; Job Satisfaction; Locus of Control; *Reflective Teaching; Secondary Education; *Secondary School Teachers; Self Efficacy; Self Evaluation (Individuals); *Teacher Collaboration; Teacher Improvement; *Teacher Motivation
IDENTIFIERS- Ontario; *Reflective Thinking; Study Groups

This study investigated professional growth as an individually reflective and authentically collaborative phenomenon. The study examined the extent to which self-directed professional learning, personal and shared reflection, and authentic collaboration within a supportive study group could create changes in secondary teachers' perceptions of themselves and their work and catalyze professional growth. Eight individuals, including the researcher, met monthly over 5 months for focused reflection, professional study, and collaboration. Participants shared group leadership. Data collection included pre- and post-intervention interviews about motivation and job satisfaction; questionnaires to assess locus of control, self-efficacy, self-directed learning readiness, and potential for flow; journal writings; and participant observation. Motivation was found to be intrinsic in all participants and demotivation was also largely intrinsic, in combination with extrinsic factors in some participants. Most participants indicated shifts toward the optimal center in locus of control and toward increased self-directed learning readiness, teacher self-efficacy and potential for flow of work. All participants reported changes in their perceptions of self and work as a result of the intervention. They felt more motivated and satisfied, more in control, more confident about their ability to self-direct smaller programs for secondary educators and a very small postgraduate offering. The author's role was to lead reform in a difficult financial climate in a recently amalgamated institution. She was the only woman in a senior management position in a new faculty of education. Teacher education was geographically isolated from the other two-thirds of the faculty concerned with adult education. The academic focus of the institution had been on teaching, while research was of minor importance. Following amalgamation, research assumed increasing importance, and a number of staff responded to the challenges by forming new identities embracing the research culture. This self-study contains the educator's reflections on how she worked to change the culture of staff in teacher education. She believes it was a rocky but rewarding road to travel and, as she relived the process in preparing this paper, she understood how she could make some changes in the way she worked as a leader. (Contains 19 references.) (SM)

ED 431 732 SP 038 593

Jay, Joelle K.
Untying the Knots: Examining the Complexities of Reflective
Practice.
PUB DATE- 99
NOTE- 25p.; Paper presented at the Annual Meeting of the American Association of Colleges for Teacher Education (Washington, DC, February 24-27, 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Critical Thinking; Elementary Secondary Education; Higher Education; Preservice Teacher Education; Problem Solving; *Reflective Teaching; Teachers; Theory Practice Relationship
IDENTIFIERS- *Reflective Thinking; Zen Buddhism

This paper examines issues related to reflective teaching, noting its role in teaching in general. The first section surveys the literature on reflection, exploring reflection from different angles as it applies to teaching and noting that these angles comprise a single concept of reflection. The rest of the paper examines what reflection is, in order to better understand how reflection can be learned. The paper investigates: reflection as a problem-solving technique; reflection as a frame analysis; reflection as a bridge between theory and practice; spontaneity and the Zen of reflection; appreciating the complexity of reflection; and essentials of the process of reflective practice (descriptive, comparative, and evaluative). The paper concludes that by using reflection as a problem-solving technique, teachers can know a good day's teaching because they can recognize and solve problems that arise. Through reflection as a frame analysis, they can examine their own biases and assumptions and change them when needed. Applying reflection as a bridge between theory and practice lets them learn from new theories and apply them directly to their classrooms. Reflecting with Zen-like mindfulness, they can be present in the moment so that teaching moves to the rhythm of their students. (Contains 15 references.) (SM)

ED 431 733 SP 038 594

Segal, Gilda
Collisions in a Science Education Reform Context: Anxieties, Roles and Power.

PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *Educational Finance; Elementary Secondary Education; *Federal Aid; *Federal Government; Federal Programs; Government School Relationship; Higher Education; School Support; *Teacher Education

The testimony highlights: (1) the number of agencies and programs they administer that support teacher training, along with general characteristics of these programs and (2) funding provided by these programs. The testimony addresses challenges posed by the number and diversity of programs in determining whether they are achieving desired outcomes. The statement is based on preliminary observations from a study being conducted for the House of Representatives. The study reviewed programs listed in the Catalog of Federal Domestic Assistance and surveyed agencies administering programs supporting training for preservice school teachers. The survey classified programs by the extent to which they supported teacher training and examined types of training and amount of funding they provided to support teacher training. Preliminary results indicate that 13 agencies administer 87 programs supporting teacher training to various degrees. Most are administered by the Department of Education. The programs support training in various ways, including paying for training related materials and teachers' travel expenses associated with attending conferences. Federal funding for teacher training is estimated to exceed $1.5 billion during fiscal year 1999. Education's programs account for over 86 percent of total funding. (SM)

ED 431 751 SP 038 618

Webb, Willyn H.
The Educator's Guide to Solutioning. The Great Things That Happen When You Focus Students on Solutions, Not Problems.
PUB DATE- 99
NOTE- 252p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Classroom Techniques; Conflict Resolution; Critical Thinking; Discipline; Elementary Secondary Education; Parent Teacher Cooperation; *Problem Solving; *Student Participation; Students; *Teacher Expectations of Students; *Teacher Student Relationship; Teachers

This book teaches educators how to expand their teaching abilities, using positive language to get positive results. The book helps teachers focus students on solving problems, not making excuses. Students are taught to develop a solutioning mindset and empowered to create their own successes. Chapter 1, "Pack Your Bags," introduces the solutioning focus and illustrates the importance of language. Chapter 2, "Purpose: Why Are We Taking This Trip?" explains the solutioning map with the purpose, where teachers and students become partners against problems. Chapter 3, "Potentials: Looking for Landmarks," explains potentials as the heart of solutioning, where exceptions to problems and possible solutions are illuminated. Chapter 4, "Plan: Follow the Itinerary," discusses the plan, based on the potentials, which empowers students to choose the plan that is right for their level of readiness. Chapter 5, "Progress: Postcards Home," encourages progress by following up and ensuring that solutions last. Chapter 6, "Why Stop Now? Solutioning Discipline, Classroom Management, and workbook can serve as a study guide and can help prepare students for exams as well as ensure mastery of textbook content. At the end of each chapter, there are suggested activities that can further reinforce the essential content of the book. The 15 chapters are: (1) "Everyone Wants Students to Succeed in School!" (2) "Everyone Wants Students to Behave Appropriately!" (3) "Everyone Wants Students to be Motivated!" (4) "First, Begin with the ABCs"; (5) "The Three R's--Reinforcers, Reinforcement Menus, and Reinforcement Principles"; (6) "The Fourth R-Rules"; (7) "The Eight Essential C's"; (8) "Caring, Compassion, Collaboration, and Choice"; (9) "Selected Approaches and Strategies from the Related Literature I"; (10) "Selected Approaches and Strategies from the Related Literature II"; (11) "Selected Approaches and Strategies from the Related Literature III"; (12) "Coping with Misbehavior"; (13) "What We Need to Resist I--Faculty Thinking"; (14) "What We Need to Resist II--Punishment"; and (15) "Special Populations and Special Assistance." (SM)

ED 431 770 SP 038 639

Valli, Linda
Connecting Action Research and School Improvement: A Case of Ironic Consequences.
PUB DATE- 99
NOTE- 41p.; Paper presented at the Annual Meeting of the Association of Teacher Educators (Chicago, IL, February 12-16, 1999) and at the Annual Meeting of the American Association for Colleges of Teacher Education (Washington, DC, February 24-27, 1999).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Action Research; *Educational Improvement; Educational Research; Elementary Secondary Education; Graduate Students; Graduate Study; Higher Education; Preservice Teacher Education; Self Evaluation (Individuals); Student Teachers; Teacher Educators; *Teacher Researchers; Teacher Role

This paper describes how the researcher revised an action research class for preservice Masters students within the larger context of school improvement. Analysis of students' action research projects revealed some ironic and unintended consequences of linking action research to school improvement. Analysis of the researcher's own pedagogical efforts, teacher research texts, and school district policies shed light on the findings. This study was itself an action research project that mirrored data collection and analysis techniques many of the interns would use. This paper describes program and course information, student constructions of action research within the context of school improvement, and contexts for constructing action research. While students' action research projects had some value, the value was rarely for both the individual and the institution. Either students learned more about their pedagogical relationships with students and developed the reflective stance of an inside researcher, or they adopted the stance of a traditional outside researcher hired to evaluate a school program. (Contains 28 references.) (SM)

ED 431 771 SP 038 640

Dean, Carol D.

their relationships as they strike...the analyst's momentary ideation based on data...with conceptual elaboration" (B. Glaser, 1978), is an important analytic tool used by qualitative researchers at all stages of the research process. The art form of collage is described as a contextualizing strategy in qualitative research that emulates memoing. In this paper an artist/graduate student and a teacher/researcher show how they embarked on a project to use collage as a contextualizing strategy, and the graduate student illustrates the process by examining her work in four collages done during a small research project on the creative decisions of artists. The four collages and accompanying commentary demonstrate how the ambiguity and multidimensionality of the collage medium set up conducive conditions for this analytic strategy. The collage process helps suspend linear thinking and allow elusive qualities of feelings and experiences to be addressed tangibly. The collages are attached. (Contains 30 references.) (SLD)

ED 431 791   TM 029 876

Zhang, Liru; Wilson, Linda; Manon, Jon
An Analysis of Gender Differences on Performance Assessment in Mathematics--A Follow-Up Study.
PUB DATE- 99
NOTE- 43p.; Paper presented at the Annual Meeting of the American Educational Research Association (Montreal, Quebec, Canada, April 19-23, 1999). For a related document, see ED 420 721.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Constructed Response; *Elementary School Students; Followup Studies; Grade 3; Learning Strategies; Mathematical Aptitude; *Mathematics Achievement; *Performance Based Assessment; Primary Education; *Problem Solving; *Sex Differences
IDENTIFIERS- Delaware; Scoring Rubrics

To add to previous research on gender differences in mathematics ability and achievement, this study was designed to investigate gender differences in problem-solving strategies for two extended constructed-response mathematics questions in grade 3. It is a followup to a study of gender differences on constructed-response and multiple-choice items from the Delaware state assessment program. A sample of over 300 Delaware students completed tasks from the state's assessment program. A sorting guideline was used for sorting student responses, based on current research on children's thinking in the pertinent content area and also on the variety of strategies apparent in a sample of student work. The results of analyzing student response to one task, the "Eggs" task, demonstrate an interesting pattern in that more boys than girls used the most sophisticated approach, yet more boys overall were unsuccessful at accomplishing the task. The girls were more likely to use a visual, more concrete approach, and many more girls than boys did not give sufficient explanation for the strategy used to solve the problem. The results from the "Jellybean" task show that more boys (11%) than girls (7%) used the "Level B" approach, one of the sophisticated approaches, to the task. Other than that, no significant gender-specific differences in strategies were used to solve this problem. It is reasonable to say that gender differences in strategies used might have been masked by other factors such as item difficulty. The questions and their rubrics, the sorting guidelines for both tasks, and samples of student responses to male. About 66% of the academic concerns of these students were reported as "somewhat" or "a lot" improved during the school year. Behavior concerns of referred students improved at all grade levels, from 54% for grades 6 through 8 to 79% for high school students. Strategies were categorized as classroom-based, school support-based, or community-based. For each strategy recommended and implemented, a higher percentage rated the effectiveness as "good" compared to "poor." The SST program appears to provide an important service for at-risk students. (Contains 34 figures.) (SLD)

ED 431 812 TM 029 932

Busier, Holly-Lynn; Pigeon, Yvette
Re-Examining the Nature of Researcher-Participant Relationships in Qualitative Research.
PUB DATE- 99
NOTE- 9p.; Paper presented at the Annual Meeting of the American Educational Research Association (Montreal, Quebec, Canada, April 19-23, 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adults; Cooperative Learning; Doctoral Dissertations; Eating Disorders; *Educational Research; Elementary Secondary Education; Higher Education; *Qualitative Research; *Research Methodology
IDENTIFIERS- *Researcher Subject Relationship

A qualitative research conversation needs to include a critical examination of a study's relational dimension. Excerpts are presented from two doctoral dissertations that discuss the nature of the researcher-participant relationships formed through the studies. The first dissertation, "Beyond the Yellow Brick Road: Educational Portraits of Anorexic Women" by H. Busier (1997), explored the educational experiences of anorexic women to understand the roles of schools in the development and maintenance of anorexia nervosa in some women. The other dissertation, "Among Adults: An Exploration of Adult Student Learning Groups" by Y. Pigeon (1999), observed adult learning groups communicating and constructing stories about their collaborative learning experiences. In each paper, the nature of the researcher-participant relationships formed is essential to the study. (Contains 51 references.) (SLD)

ED 431 813 TM 029 933

Gadalla, Tahany M.
Multiple-Choice versus Constructed-Response Tests in the Assessment of Mathematics Computation Skills.
PUB DATE- 99
NOTE- 12p.; Paper presented at the Annual Meeting of the American Educational Research Association (Montreal, Quebec, Canada, April 19-23, 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Computation; *Constructed Response; Elementary Education; *Elementary School Students; Foreign Countries; *Mathematics Tests; *Multiple Choice Tests; *Test Construction; Test Results
IDENTIFIERS- Canada

The equivalence of multiple-choice (MC) and constructed response from the catalog of Western Oregon University. The proposed alternative education emphasis focuses on alternative education for secondary students at risk of dropping out or not completing school. A review of the literature explores the purpose and history of alternative education, adolescent development, and at-risk students. Teachers at alternative schools in the Salem (Oregon) area completed questionnaires, and their responses were used in selecting the recommended courses. Descriptions of alternative education programs at a number of Oregon schools provide additional information used for making course recommendations. The five recommended courses focus on juvenile issues, curriculum planning, teaching methods, and encouraging discouraged students. A practicum is included in the plan. Eight appendixes contain supplemental information related to teacher education and the teacher survey. (Contains 41 references.) (SLD)

ED 431 833 UD 032 995

Haberman, Martin
What Do Urban Middle School Youth Think Should Happen to President Clinton?
PUB DATE- 98
NOTE- 6p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- High School Students; High Schools; *Middle School Students; Middle Schools; Minority Groups; Sexuality; *Student Attitudes; *Urban Youth; *Values
IDENTIFIERS- *Clinton (Bill); *Impeachment Proceedings; Milwaukee Public Schools WI

The opinions of young urban teenagers about the possible impeachment of President Clinton were studied through assigned compositions. Among the 228 students, all in grades 7 through 9 in Milwaukee (Wisconsin), were 9 European Americans, 15 Hispanic Americans, 6 Hmong, and 198 African Americans. Student compositions showed little knowledge of the facts of the President's situation. They knew that the President had a sexual affair, but knew little else about it. They were strongly empathetic toward the President, although they did express a moral code that was very similar to common beliefs among the U.S. public. Students expressed a belief that the President should be treated as other people are treated. (SLD)

ED 431 834 UD 032 996

Gamoran, Adam; Mare, Robert D.; Bethke, Lynne
Effects of Nonmaternal Child Care on Inequality in Cognitive Skills. Discussion Papers.
SPONS. AGENCY- Office of the Assistant Secretary for Planning and Evaluation (DHHS), Washington, DC.
PUB DATE- 99
NOTE- 47p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Caregiver Child Relationship; *Child Caregivers; *Cognitive Processes; *Day Care; Mothers; Preschool Children; Preschool Education; Public Policy; Welfare Recipients
IDENTIFIERS- Welfare Reform

As a result of changing welfare policies, large numbers of children of poor, uneducated mothers are likely to receive care from others as their mothers enter the workforce. How will this cities in the United States are followed by appendixes that place cities in rank order by indicator and a chart of child poverty rates in the 50 largest cities from 1969 to 1989. Definitions and data sources are listed. Some notes on study data are presented, and the primary contacts are listed for state KIDS COUNT projects. (SLD)

ED 431 855 UD 033 021

Walsh, Joan
The Eye of the Storm: Ten Years on the Front Lines of New Futures. An Interview with Otis Johnson and Don Crary.
PUB DATE- 97
NOTE- 52p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Agency Cooperation; *At Risk Persons; *Disadvantaged Youth; Dropouts; Elementary Secondary Education; Leadership; *Partnerships in Education; Pregnancy; Prevention; Private Sector; Program Effectiveness; Program Evaluation; Urban Areas; *Urban Youth
IDENTIFIERS- Annie E Casey Foundation; Case Management; *New Futures Initiative

In 1987, the Annie E. Casey Foundation invited 10 medium-sized U.S. cities to apply to be part of the "New Futures" project, a program designed for cities that showed willingness and capacity to experiment with comprehensive, collaborative, public-private approaches to the multiple problems of at-risk children. Eventually, five cities were chosen: Savannah (Georgia); Little Rock (Arkansas); Dayton (Ohio); Pittsburgh (Pennsylvania); and Lawrence (Massachusetts). These sites set out to test the premises of New Futures: that strong political leadership, interagency cooperation, case management, and other innovations could reduce teen pregnancy and dropout rates and improve school achievement and youth employment within 5 years. The initiative was not successful in three cities, but in Savannah and Little Rock, the projects became catalysts for innovation and reform. This interview with Don Crary from Little Rock and Otis Johnson from Savannah explores the successes and failures of the New Futures initiative in these cities. The key insight drawn from these experiences is that systems reform is about changing relationships. A result of the New Futures initiative is a change in the way that foundations and community builders think about and provide technical assistance and evaluation. Requirements for more and better technical assistance, more attention to collaboration, increased opportunities for peer learning and support, and new thinking about how to help sites develop their internal capacities for improvement are lessons from New Futures. (SLD)

ED 431 856 UD 033 022

Walker-Barnes, Chanequa J.; Mason, Craig A.; Arrue, Rafael Martinez
Precursors of Gang Involvement among Ninth Grade Students: A Longitudinal Investigation.
PUB DATE- 99
NOTE- 10p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (Albuquerque, NM, April 15-18, 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.

classes in a rural western Illinois community. The problems of student disruptive behavior, lack of motivation, and poor academic success within the student population were documented through school records, surveys, portfolios, and observations. The 4-month intervention was multifaceted and included assertive discipline, student portfolios, and instructional techniques such as multiple intelligences approach, cooperative learning, and student journals. Post-intervention data revealed that classroom discipline was positively affected by strategies that let students know what is expected of them. Motivation was positively affected by using multiple intelligence strategies and cooperative learning strategies, with 42 percent of students identified as empowered, motivated learners on the pretest and 60 percent on the posttest. Twenty-five percent of students believed that classroom behavior was better than in classes where assertive discipline was not used, whereas 75 percent believed that behavior was the same. Study portfolios and journals reflected greater understanding and use of the new strategies and techniques. (Twenty appendices include data collection instruments and sample classroom materials. Contains 54 references.) (Author/KB)

ED 431 551 PS 027 747

Charbonneau, Nancy L.; Ribar, Linda L.
Increasing Student Motivation through the Use of Multiple Intelligences and Cooperative Learning Techniques.
PUB DATE- 99
NOTE- 84p.; Master's Action Research Project, Saint Xavier University and IRI/Skylight.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Dissertations/Theses - Undetermined (040)
DESCRIPTORS- Action Research; Class Activities; Classroom Environment; *Cooperative Learning; *High School Students; High Schools; *Multiple Intelligences; Parent Student Relationship; Portfolio Assessment; Program Effectiveness; Student Attitudes; Student Improvement; Student Journals; *Student Motivation; *Student Participation
IDENTIFIERS- Learning Communities

This action research project implemented and evaluated a program for increasing student motivation and interest in school to improve academic growth. The targeted population consisted of 37 high school students in a rural central Illinois community. Twenty-five students were in art classes and 12 were in child care classes. Anecdotal records, student surveys, teacher observation, and review of student portfolios documented the problem of lack of school motivation. The 7-month intervention consisted of the use of cooperative learning strategies and incorporation of the multiple intelligences theory. Post intervention data indicated an increase in students' participation in cooperative classroom activities, an increase in their motivation level, and a more positive learning atmosphere in the targeted high school classrooms. (Twenty-two appendices include data collection instruments and sample instructional materials. Contains 27 references.) (Author/KB)

ED 431 552 PS 027 750

Kroenke, Lillian DeVault, Ed.
Infants and Toddlers, 1998-1999.
PUB DATE- 99
NOTE- 65p.; For volume 1, see ED 430 694.
LANGUAGE- English

Four-year trends in retention rates are presented in bar graphs and data tables. Four statistical appendices comprise the bulk of the report, detailing total grade-level retention by grade and ethnicity, by district characteristics, by campus characteristics, and by grade. (CDS)

ED 431 570 RC 021 972

Anonby, Stan J.
Reversing Language Shift: Can Kwak'wala Be Revived?
PUB DATE- 97
NOTE- 69p.; M.A. Thesis, University of North Dakota. For the conference paper based on this thesis, see ED 428 926.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Dissertations/Theses - Master Theses (042)
DESCRIPTORS- Adult Education; American Indian Education; American Indian Languages; Canada Natives; *Community Attitudes; Community Education; Community Responsibility; Elementary Secondary Education; Foreign Countries; *Language Maintenance; *Language Usage; Preschool Education; *Second Language Instruction
IDENTIFIERS- British Columbia; *Endangered Languages; *Kwakiutl

Among the indigenous peoples of British Columbia are the Kwakwaka'wakw--at least 12 tribes that speak Kwak'wala, a language of the Kwakiutlian group of the Wakashan language family. This master's thesis reports on the condition of Kwak'wala, outlines a proposal for its revitalization, and describes an attempt to implement the proposal. Chapter 1 examines the history of Kwak'wala-speaking peoples, relationships between speakers of the five Kwak'wala dialects, and factors in the shift from Kwak'wala to English. This chapter also provides details on the extent of Kwak'wala usage and formal instruction in Port Hardy, Alert Bay, Gilford Island, Campbell River, and urban centers such as Victoria. Chapter 2 reviews successful language revival projects (such as Catalan, Hebrew, Navajo, Irish, Maori, and French in Quebec) that demonstrate the importance of five factors: large population of speakers and potential speakers, solidarity through culture or a larger social movement, literacy, immersion environments, and media use of the language. These five essential elements are used in chapter 3 to develop a proposal for reviving Kwak'wala that focuses on a clear vision, the paramount role of the family and community, and the proper role of formal language instruction at various levels of schooling and for adults. Chapter 4 describes efforts to implement the proposal in Alert Bay and community resistance to most approaches that were not school-based. It concludes that Kwak'wala will die in a few decades unless the community radically changes its approach to the language. Contains 61 references and a map of Kwakwaka'wakw settlements. (SV)

ED 431 571 RC 021 979

Guidelines Governing the Education of Migrant Children in Louisiana. Revised.
PUB DATE- 98
NOTE- 23p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Child Advocacy; Civil Rights; *Educational Needs; *Educational Objectives; Elementary Secondary Education; Identification; *Limited English Speaking; *Migrant Children;

McMurry, Linda Maston
Agriculture & the Environment. Teacher's Guide.
PUB DATE- 99
NOTE- 31p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Agricultural Production; *Agriculture; Conservation (Environment); Endangered Species; *Environmental Education; *Food Standards; Habitats; Intermediate Grades; Junior High Schools; *Pesticides; Pests; Science Activities; Teaching Guides; Water Pollution; *Water Quality; Wetlands; Wildlife Management

This teacher's guide offers background information that teachers can use to incorporate topics related to agriculture and the environment into the curriculum. Classroom activities to bring these topics alive for students in grades 6-9 are suggested. Chapters include: (1) Pesticides and Integrated Pest Management; (2) Food Safety; (3) Water Quality; (4) Understanding Wetlands; and (5) Endangered Species. Contains 44 references. (WRM)

ED 431 589 SE 062 442

Davison, David M.; Miller, Kenneth W.; Metheny, Dixie L.
Integrating Science and Mathematics in the Elementary Curriculum. Fastback 444.
PUB DATE- 99
NOTE- 38p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Elementary Education; *Elementary School Curriculum; Holistic Approach; Integrated Activities; *Integrated Curriculum; *Interdisciplinary Approach; *Mathematics Education; *Science Course Improvement Projects; *Science Education; Teaching Methods; Thematic Approach

This booklet examines some of the ways in which integration of science and mathematics might be viewed and achieved in the elementary curriculum. Several existing programs that exemplify the integration of science and mathematics are reviewed. Programs include Activities Integrating Mathematics and Science (AIMS), Great Explorations in Math and Science (GEMS), Math and Science Together (MAST), Systemic Initiative for Montana Mathematics and Science (SIMMS), Teaching Integrated Mathematics and Science (TIMS), and TOPS. (Contains 32 references.) (WRM)

ED 431 590 SE 062 444

Reiss, Michael J.; Tunnicliffe, Sue Dale
Building a Model of the Environment: How Do Children See Plants?
PUB DATE- 99
NOTE- 11p.; Paper presented at the Annual Meeting of the National Association for Research in Science Teaching (72nd, Boston, MA, March 28-31, 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Classification; Elementary Secondary Education;

constructivist point of view. The Constructivist Learning Environment Survey (CLES) was administered to 1083 students and 24 science teachers in 12 different schools. One class of grade 10 students and one class of grade 11 students were sampled at each school. Results indicate that grade 10 students held more positive perceptions of their learning environment in a general science class, which was designed so that students would learn about and understand basic science concepts through inquiry and negotiation, than did grade 11 students who studied an academic-centered science curriculum. Three other achievements were reported: a Korean-language version of the CLES was developed and found to be reliable and valid; there were statistically significant relationships between classroom environment and student attitudes; and there were differences between student perceptions of actual and preferred environment in that students tended to prefer a more positive environment than what was perceived to be present. Contains 36 references. (WRM)

ED 431 612 SE 062 569

Sheffield, Linda Jensen, Ed.
Developing Mathematically Promising Students.
PUB DATE- 99
NOTE- 315p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010)
DESCRIPTORS- *Academically Gifted; *Advanced Students; Cultural Influences; Elementary Secondary Education; Mathematics Curriculum; *Mathematics Instruction; *Professional Development; Student Evaluation

This book, written on the recommendation of the Task Force on Mathematically Promising Students, investigates issues involving the development of promising mathematics students. Recommendations are made concerning topics such as the definition of promising students; the identification of such students; appropriate curriculum, instruction, and assessment; cultural influences; teacher preparation and enhancement; and appropriate next steps. Chapters include: (1) "Promises, Promises, Promises" (Peggy A. House); (2) "Definition and Identification of Mathematical Promise" (Richard Wertheimer); (3) "Mathematically Promising Students: National Trends and International Comparisons" (Judith Lynn Gieger and Jeremy Kilpatrick); (4) "Serving the Needs of the Mathematically Promising" (Linda Jensen Sheffield); (5) "The Mathematically Promising and the Mathematically Gifted" (Zalman Usiskin); (6) "Effective Learning Environments for Promising Elementary and Middle School Students" (Grayson H. Wheatley); (7) "A Community of Scholars: Working with Students of High Ability in the High School" (Mark Saul); (8) "Helping Students See the World Mathematically" (Solomon Garfunkel and Gary Froelich); (9) "The Open Approach to Teaching Mathematics--Creating a Culture of Mathematics in the Classroom: Japan" (Yoshihiko Hashimoto and Jerry Becker); (10) "Empowering Teachers to Discover, Challenge, and Support Students with Mathematical Promise" (Carole Greenes and Maggie Mode); (11) "Why Jane Doesn't Think She Can Do Math: How Teachers Can Encourage Talented Girls in Mathematics" (Sally M. Reis and M. Katherine Gavin); (12) "Building Programs for Promising Students Beyond the Classroom" (Harvey Keynes, Andrea Olson, Doug Shaw, and Karen Singer); (13) "The Missing Link: Connecting Parents of Mathematically Promising Students to Schools" (Jennie Bennett); (14) "Organizational Alternatives for the Mathematically Promising" (Betty J. Krist); (15) "Providing Opportunities through

Countries; *Hidden Curriculum; Higher Education; Mathematical Concepts; Mathematics Instruction; *Student Development
IDENTIFIERS- England

This paper explores the mathematical education of electronic engineering students through an analysis of how mathematics is constituted for the purpose of learning in a university setting. The nature and role of mathematics, offered to students via implicit and explicit messages within mathematics and engineering discourse, is described. Implications for student development are also considered. Contains 16 references. (Author/NB)

ED 431 634 SE 062 704

Garza, Dolly
Tlingit Moon & Tide Teaching Resource: Elementary Level.
SPONS. AGENCY- National Oceanic and Atmospheric Administration (DOC), Rockville, MD. National Sea Grant Program.
PUB DATE- 99
NOTE- 75p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Alaska Natives; *Cultural Awareness; *Ecology; Elementary Education; Environment; Ethnic Groups; Indigenous Populations; Multicultural Education; *Science Activities; Science and Society; Space Sciences; *World Views
IDENTIFIERS- Alaska; *Moon; *Tlingit (Tribe)

This book brings Alaskan Native understanding of science and ecology to the elementary classroom by showing teachers how to present local and ecosystem knowledge held by long-time inhabitants of southeast Alaska. The goal is to increase the self-esteem of Native students who traditionally perform low in science and to introduce non-Native students to this type and value of knowledge. Following the introduction, three core chapters cover the moon, tide, and cycles of life. Each of these core chapters starts with the Tlingit words relevant to the chapter's contents. Chapter 1 lays the foundation for the curriculum's theme, and each chapter thereafter builds upon it. In addition, each chapter becomes more complex. The lessons can be used (or modified for use) at several grade levels, depending on student abilities and the school curriculum. (WRM)

ED 431 635 SE 062 705

Ronis, Diane L.
Performance-Based Learning and the NCTM Recommendations.
PUB DATE- 99
NOTE- 10p.; Paper presented at the Annual Meeting of the Association for Supervision and Curriculum Development (San Francisco, CA, March 6-8, 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Academic Standards; *Competency Based Education; Elementary Secondary Education; Mathematics Curriculum; Mathematics Education; *Mathematics Instruction; Teaching Methods
IDENTIFIERS- *National Council of Teachers of Mathematics; *Third International Mathematics and Science Study

On February 24, 1998, results from the final segment of the Third International Mathematics and Science Study (TIMSS), the most

ED 431 654   SO 029 949

Welch, Nancy; Humphreys, Jere
Transitional Times for Arts Education in Arizona.
PUB DATE- 96
NOTE- 53p.; Prepared for the Arizona Arts Education Research Institute.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Art Education; Educational Improvement; *Educational Quality; Elementary Secondary Education; Evaluation; Fine Arts; Music Education; Visual Arts
IDENTIFIERS- *Arizona; Status Reports

A study of 55 school districts and a group of opinion leaders examined the status of arts education in Arizona. Information from surveys collected and interviews conducted throughout 1995 and 1996 was analyzed to determine whether or not improvement occurred following the 1988 "Vision 2000" program. Survey responses and interviews suggest: (1) signs of improvement appear along with indications of status quo maintenance; (2) four out of ten respondents thought the overall status of arts education was better now than five years ago, another third thought it was about the same; (3) significant support for arts education exists among school personnel and parents; (4) funding, staffing, and curriculum were identified as the most critical need over the next 3 years; (5) arts education remains vulnerable to funding cuts, neglect, and competition from other educational priorities; (6) local sources of external funds are often used to supplement district funds but the potential for private funding of the arts has not been fully tapped; and (7) Arizona schools compare reasonably well with schools nationally in terms of the provision of visual art, music, and other arts programs. Recommendations are made for continued study, establishment of arts education quality indicators, monitoring, and mechanisms for reporting and sharing statewide data regarding the status of arts education. (MM)

ED 431 655   SO 029 995

Nwachuku, Uchenna T.; Nwachuku, Ijey V.
Homework Etc.: A Character Development Education Partnership.
PUB DATE- 98
NOTE- 14p.; Paper presented at the Annual National Conference on Creating the Quality School (7th, Arlington, VA, March 26-29, 1998).
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Behavior Modification; *Partnerships in Education; Primary Education; Program Evaluation; *School Community Relationship; *Skill Development; Social Studies; *Student Improvement; *Values; Young Children
IDENTIFIERS- *Character Education; New Haven Public Schools CT

Politicians, parents, and teachers are decrying the "character" crisis in U.S. schools. Violence is on the rise, dropout rates are increasing, and test scores are falling. People are looking for ways of enhancing values in school reform. What is missing in this quest for reform is the acknowledgment of the fact that key agents of education (home, community, and places of worship) are rapidly changing and education is not keeping pace with these changes. Today's busy parents often lack the time

ED 431 675 SO 030 804

Aguilar, Pilar; Retamal, Gonzalo
Rapid Educational Response in Complex Emergencies: A Discussion Document.
SPONS. AGENCY- United Nations Children's Fund, Geneva (Switzerland).; United Nations Educational, Scientific, and Cultural Organization, Hamburg (Germany). Inst. for Education.
PUB DATE- 98
NOTE- 49p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Childrens Rights; *Civil Rights; Educational Cooperation; Educational Improvement; *Educational Needs; Educational Planning; Elementary Secondary Education; Equal Education; Foreign Countries; International Cooperation; International Education; *International Programs; Refugees; *Student Needs
IDENTIFIERS- UNESCO; *United Nations Convention on Rights of the Child; United Nations High Commissioner for Refugees

On-going political and economic instability impede access to regular education for large numbers of war-affected children and young adults. This brochure represents an effort to consolidate a systematic response to the special needs of children from the outset of the crisis until they can attend regular basic education. Attempts are made to ensure that at least minimum teaching standards have been met. The document is organized into four parts. Part one summarizes the basic policy instruments that advocate education as a child's right. Part two analyses and illustrates the different phases of emergency response using recent examples of humanitarian educational interventions, including displaced, refugee, and returnee situations. Examples of actual field experiences are included. Further information and readings are suggested in footnotes. Part three shows how the basic core of non-formal education may be expanded to cover threats facing populations every day. Part four presents suggestions for the provision of temporary classrooms. Informative charts, diagrams, visual illustrations or demonstrations, and a selected bibliography are provided. (MM)

ED 431 676 SO 030 809

Education, Diversity and Citizenship in Brazil. Fulbright-Hays Summer Seminars Abroad, June 27-July 25, 1998.
SPONS. AGENCY- Center for International Education (ED), Washington, DC.
PUB DATE- 98
NOTE- 374p.
LANGUAGE- English
EDRS Price- MF01/PC15 Plus Postage.
PUB TYPE- Collected Works - General (020),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Citizenship; *Cultural Context; Curriculum Development; *Developing Nations; Foreign Countries; *Professional Development; Research Projects; Secondary Education; Social Studies; *Student Research; Teacher Researchers; *Travel
IDENTIFIERS- *Brazil; Fulbright Hays Seminars Abroad Program;

responses are most similar to teacher responses in their recognition of democratic rights and obligations to the group while students from the lower level schools tended to recognize the rights accorded them by democratic institutions and not the mutually entailed group obligation. Includes 20 notes, 13 figures, a table and 88 references. (Author/BT)

ED 431 696 SO 030 892

Bryan, Sandra L.
Teaching Aesthetics. Fastback 443.
PUB DATE- 99
NOTE- 57p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Aesthetic Education; *Aesthetic Values; Art; *Art Education; Cultural Enrichment; Elementary Secondary Education; Visual Arts; Visual Literacy

Aesthetic value enhances personal and professional lives and contributes to people's environment. If one defines the aesthetic sense as the faculty that enables one to modify the quality of his or her environment, then it follows that aesthetic education should be a means to achieve this end. In order for that to happen, there must be changes both in the schools and in the wider community to allow children the fullest opportunity to develop and use this aesthetic sense, act on their environment as they learn, and be engaged with the environment rather than merely passively responding to it. This document examines: (1) defining aesthetics in education; (2) the aesthetic experience; (3) creating an aesthetic climate; (4) teaching curriculum content through the arts; (5) educating teachers in aesthetics; and (6) evaluating the aesthetic dimension. The document concludes with 25 references. (MM)

ED 431 697 SO 030 897

Erickson, Judith B.
Directory of American Youth Organizations: A Guide to 500 Clubs, Groups, Troops, Teams, Societies, Lodges, and More for Young People, 1998-1999. Seventh Edition, Updated and Revised.
PUB DATE- 98
NOTE- 217p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- Clubs; Community Programs; *Hobbies; Individual Activities; Interests; *Recreational Activities; Service Learning; Student Volunteers; Young Adults; *Youth; *Youth Agencies; *Youth Clubs; Youth Opportunities; *Youth Programs

This directory lists 500 organizations to help young people who want to share a special interest, make new friends, get more involved, or find out more about their future career goals. The directory is a guide to U.S. adult-sponsored, kid-targeted, national non-profit and for-profit organizations. The directory is easy to use, fully indexed, and organized by the focus of each organization. Each entry provides a contact name, address, phone number, and a brief description of the organization's objectives and activities. Available e-mail addresses and Web sites also are listed. The book includes tips on how to find local chapters of organizations and information about how to professional learning, more confident about their effectiveness and ability to reflect on their effectiveness, and more likely to experience flow in connection with their work. Participants considered the experience deeply satisfying emotionally, intellectually, personally, and professionally. (Contains 56 references.) (SM)

ED 431 714 SP 038 571

Diggs, Laura L.
Creating a Learning Environment for Pre-Service Teachers.
PUB DATE- 99
NOTE- 8p.; Paper presented at the Annual Meeting of the American Educational Research Association (Montreal, Quebec, Canada April 19-23, 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Computer Uses in Education; *Educational Environment; Educational Technology; Elementary Secondary Education; Higher Education; Preservice Teacher Education; *Preservice Teachers; Student Teacher Attitudes; Student Teachers
IDENTIFIERS- *Learning Environment; University of Missouri Columbia

This paper presents statistics from ongoing research on a unique learning environment developed at the University of Missouri-Columbia College of Education (MU-CoE). MU-CoE has developed a new approach to space devoted to learning, not teaching. This new concept of progressive learning and performance support integrates interactive networked technology with traditional media resources. The learning environment is based on the notion that learning takes place through providing appropriate facilities, equipment, software/hardware, and support staff. The environment encourages preservice teachers to become reflective practitioners. Data from surveys with user statistics, feedback from preservice teachers and other customers, and findings from student evaluation surveys indicate a strong need for a learning environment and human performance support system within teacher education programs and a strong need for technology in education. Usage of the learning environment increased steadily since its inception. The majority of respondents reported that the learning environment had a great effect on their learning and met their individual learning needs. Over half of the respondents used the learning environment resources daily or weekly. Two appendixes present data on learning environment usage by semester and data from student surveys. (SM)

ED 431 715 SP 038 572

Litton, Edmundo F.
Stories of Courage and Hope: Gay and Lesbian Catholic Elementary School Teachers.
PUB DATE- 99
NOTE- 24p.; Paper presented at the Annual Meeting of the American Educational Research Association (Montreal, Quebec, Canada, April 19-23, 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Catholic Schools; Coping; Elementary Education;

PUB DATE- 99
NOTE- 27p.; Paper presented at the Annual Meeting of the American Educational Research Association (Montreal, Quebec, Canada, April 19-23, 1999).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Anxiety; *Educational Change; Educational Improvement; Elementary Education; *Elementary School Science; Elementary School Teachers; Foreign Countries; Higher Education; Preservice Teacher Education; *Science Education; *Self Evaluation (Individuals); Student Teacher Attitudes; Student Teachers; Teacher Collaboration; Teacher Researchers; Teacher Student Relationship
IDENTIFIERS- Australia

This narrative analysis presents one teacher educator's self-study of her first year in teacher education. It occurred when she was the junior partner in redesigning and teaching a science discipline subject to preservice elementary educators. The three-part learning and teaching model they developed included cooperative groups, learners' questions, and a technoscience context. Study data came from preparatory session notes, students' journals, the educator's written questions to students after reading the journals, her journal, audiotaped conversations with students and sessions with the collaborating planner, and students' class notes and projects. Students' expectations of pedagogy and assessment practice collided sharply with the context that was designed. Throughout this paper's discussion of the emergent analytic themes of anxiety, roles, and power, the educator has interwoven reflection on parts of her life history to advance the understanding of her practice. Some of this study's significance lies in its implications for extending the methodology of self-study. By including in self-study of practice analysis of a colleague's philosophy of learning and teaching, one can uncover and better understand one's own philosophy. Another significant aspect of this research lies in its method of analyzing self-study. The teacher educator suggests that selecting context, not the individual, as the unit of analysis in self-study of practice within a Vygotskian theoretical framework leads to a deepened understanding of one's practice and hence of ways to improve pedagogy. (Contains 39 references.) (SM)

ED 431 734 SP 038 595

Schuck, Sandy
Driving a Mathematics Education Reform with Unwilling Passengers.
PUB DATE- 99
NOTE- 18p.; Paper presented at the Annual Meeting of the American Educational Research Association (Montreal, Quebec, Canada, April 19-23, 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Computer Assisted Instruction; *Educational Change; Educational Technology; Elementary Education; *Elementary School Mathematics; Elementary School Teachers; Foreign Countries; Higher Education; *Mathematics Education; Preservice Teacher Education; Self Evaluation (Individuals); Student Teacher Attitudes; Student Teachers; Teacher Educators
IDENTIFIERS- Australia; Subject Content Knowledge

This self-study of teacher education practices examined student

Lessons," encourages solutioning by illustrating its applicability to discipline, classroom management, lesson planning, assessing, critical thinking, decision making, and lifelong learning. Chapter 7, "The Adventure Continues: Solutioning Conflict, Parents, and Meetings," takes solutioning into conflict mediation, parent-teacher communications, staffings, and meetings. Reproducible masters accompany each chapter with language lessons, practice scenarios, conversation helpsheets, and student worksheets. Comparison charts illustrate differences between a problem focus and the solutioning focus. (SM)

ED 431 752 SP 038 619

Peters, Karen H.; March, Judith K.
Collaborative Observation. Putting Classroom Instruction at the Center of School Reform.
PUB DATE- 99
NOTE- 147p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Cooperation; *Educational Change; Elementary Secondary Education; Evaluation Methods; Faculty Development; *Observation; *Peer Evaluation; *Teacher Collaboration; Teacher Evaluation; Teacher Improvement; Teachers; *Teaching Skills
IDENTIFIERS- *Collaborative Research

This book joins instructional design as the axis of school reform with collaborative observation as the proven method to sustain teacher growth and renewal. The acronym COMPASS (Collaborative Observation for Monitoring Practices to Achieve Sustained School reform) is used. The book details a four-part observation process, each component of which is substantiated in the annotated references at the end of each chapter. Chapter 1, "Collaborative Observation as the Catalyst for School Reform," provides an overview of the entire COMPASS model. Chapter 2, "Collecting Data: Prior to and During Classroom Observation," discusses the two data collection parts of the COMPASS model (preobservation conference prior to the classroom visit and in-class recording of events during the visits). Chapter 3, "Analyzing Data for the Postobservation Conference," focuses on the analysis of data collected during the preconference and in-class observation, discussing how to prepare for the postobservation conference. Chapter 4, "Developing the Collaborative Action Plan," addresses the collaborative action plan as the culmination of the postobservation conference. Chapter 5, "Clearing the Hurdles: Logistics and Challenges," examines the logistics necessary to implement the COMPASS model. Included are planning decisions and challenges derived from work with actual districts. There is particular emphasis on providing time and opportunity for staff involvement. (SM)

ED 431 753 SP 038 620

Gore, M. C.; Dowd, John F.
Taming the Time Stealers. Tricks of the Trade from Organized Teachers.
PUB DATE- 99
NOTE- 176p.
LANGUAGE- English

Problem-Based Learning in Teacher Education.
PUB DATE- 99
NOTE- 28p.; Paper presented at the Annual Meeting of the American Educational Research Association (Montreal, Quebec, Canada, April 19-23, 1999).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Elementary Secondary Education; Foundations of Education; Group Discussion; Higher Education; *Preservice Teacher Education; *Problem Based Learning; *Problem Solving; Student Attitudes; Teaching Methods; *Thinking Skills
IDENTIFIERS- Samford University AL

This study examined the effectiveness of problem-based learning (PBL) in a foundational teacher education course at Alabama's Samford University. It measured students' attitudes within the university and in the teacher education course. All undergraduate students were asked to complete a "Student Attitude and Activities Assessment Survey" at the beginning and end of the fall semester. At the end of the semester, the second instrument they completed added five questions to the end of course evaluations. The instruments were designed to examine changes in students' attitudes during the semester and differences between students in courses with PBL strategies and in traditional courses. Results indicated that there were few significant differences between responses from students in PBL courses and from students in non-PBL courses. Students in the foundations course noted difficulties with using PBL strategies effectively in large classes. The faculty found the course frustrating yet invigorating because PBL strategies challenged students' thinking and problem-solving skills. Overall, the results showed that PBL could be used effectively with a large class of undergraduates to make information come alive and have meaning beyond the textbook. (Contains 15 references.) (SM)

ED 431 772 SP 038 641

Harlen, Wynne
Effective Teaching of Science. A Review of Research. Using Research Series, 21.
PUB DATE- 99
NOTE- 114p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Cognitive Development; Computer Uses in Education; Constructivism (Learning); Curriculum Development; *Elementary School Science; Elementary Secondary Education; Foreign Countries; Knowledge Base for Teaching; Planning; *Science Instruction; Science Teachers; *Secondary School Science; Student Evaluation; Teacher Effectiveness
IDENTIFIERS- Teacher Knowledge

This book reviews the literature on effective science teaching, examining research from the United Kingdom and other countries. The studies included were those that made comparisons between two or more groups differing in science education experiences; those that involved upper elementary or lower secondary students; those that made comparisons in terms of achievement in science or outcomes related to achievement; and those in which innovation was sustainable in normal classrooms. The book focuses on eight aspects of science education that might impact students' achievement but which have received less attention both tasks are attached. (Contains 5 tables and 10 references.) (Author/SLD)

ED 431 792 TM 029 878

Egan, Karla L.; Sireci, Stephen G.; Swaminathan, Hariharan; Sweeney, Kevin P.
Effect of Item Bundling on the Assessment of Test Dimensionality. Laboratory of Psychometric and Evaluative Research Report No. 328.
PUB DATE- 98
NOTE- 35p.; Paper presented at the Annual Meeting of the National Council on Measurement in Education (San Diego, CA, April 12-16, 1998).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Certified Public Accountants; *Evaluation Methods; Licensing Examinations (Professions); Simulation; *Test Items
IDENTIFIERS- *Dimensionality (Tests); *Item Bundles

The primary purpose of this study was to assess the effect of item bundling on multidimensional data. A second purpose was to compare three methods for assessing dimensionality. Eight multidimensional data sets consisting of 100 items and 1,000 examinees were simulated varying in terms of dimensionality, inter-dimensional correlation, and number of items loading on each dimension. Analyses were also performed on two samples of examinees from the November 1996 administration of the Uniform Certified Public Accountant examination. The items from both data sets were grouped into bundles that varied in size and content. Principal components factor analysis, maximum likelihood factor analysis, and multidimensional scaling were used to analyze the item bundles as well as the items themselves. Results suggest that item bundling tends to obscure multidimensionality, but analyses on the items themselves overestimate dimensionality. Multidimensional scaling also appeared better able to recover the underlying dimensionality of the data than the other two techniques. (Contains 13 tables and 17 references.) (Author/SLD)

ED 431 793 TM 029 879

Lee, Daniel; Maddaus, John; Coladarci, Theodore; Donaldson, Gordon A., Jr.
The Effects of Public School Choice on the Academic Achievement of Minority Students.
PUB DATE- 99
NOTE- 83p.; Paper presented at the Annual Meeting of the American Educational Research Association (Montreal, Quebec, Canada, April 19-23, 1999).
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Achievement; Black Students; Elementary Secondary Education; *High School Students; High Schools; Hispanic Americans; *Minority Groups; *Public Schools; *School Choice; Socioeconomic Status; *Structural Equation Models
IDENTIFIERS- National Education Longitudinal Study 1988

Black and Hispanic students are more likely to exercise public school choice. Previous large-scale quantitative studies have ignored ethnic distinctions as well as choice's multidimensional nature. As a result, the effects of public (discrete) (CR-D) response formats as applied to mathematics computation at grade levels two to six was tested. The difference between total scores from the two response formats was tested for statistical significance, and the factor structure of items in both response formats was compared. Responses of 1,028 students in grades 2 through 6 on the Canadian Achievement Tests were analyzed. Stem-equivalent and scoring-equivalent MC and CR-D forms were used, and each student was tested twice with a time lapse between testings. Analyses show that response format has a significant effect on the performance of students in grades 2 and 3 with the mean score on the MC format higher than the mean score on the CD-R format. Response format is not found to have a significant effect on the performance of students in grades 4, 5, and 6. (SLD)

ED 431 814 TM 029 934

Hanick, Patricia L.; Loomis, Susan Cooper
Setting Standards for the 1998 NAEP in Civics and Writing: Using Focus Groups To Finalize the Achievement Levels Descriptions.
PUB DATE- 99
NOTE- 36p.; Paper presented at the Annual Meeting of the National Council on Measurement in Education (Montreal, Quebec, Canada, April 20-22, 1999). For related document, see TM 029 935.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Academic Achievement; *Academic Standards; *Civics; Elementary Secondary Education; Evaluation Methods; *Focus Groups; National Competency Tests; Pilot Projects; Questionnaires; Standardized Tests; Tables (Data); *Writing Achievement; *Writing (Composition)
IDENTIFIERS- *National Assessment of Educational Progress; Standard Setting

The description of achievement levels is important to the process of reporting student performance on the National Assessment of Educational Progress (NAEP). A process was designed to develop achievement level descriptions (ALDs) for writing and civics. To begin, focus groups were conducted in each of the four NAEP regions for both writing and civics. Panels consisted of a mix of teachers, nonteacher educators, and general public members with 70 to 75 percent educators. The focus groups discussed preliminary versions of ALDs. The process worked well for writing focus groups, but not as well for civics focus groups. For the later focus groups, civic groups members were asked to recommend more general umbrella statements for the ALDs. Recommendations from the focus groups were reviewed by expert review panels, which modified the proposed ALDs. Original focus groups were asked to review the modified ALDs, and experts who participated in the development of the assessment were also asked to comment. The final versions were approved by the National Assessment Governing Board for pilot testing. Exhibits contain survey questionnaires. (Contains eight tables and four exhibits.) (SLD)

ED 431 815 TM 029 935

Loomis, Susan Cooper; Bay, Luz; Yang, Wen-Ling; Hanick, Patricia L.
Field Trials To Determine Which Rating Method(s) To Use in the 1998 NAEP Achievement Levels-Setting Process for Civics and

change affect inequality in cognitive skills among young children? Analysis of data on children of mothers in the National Longitudinal Study of Youth provides tentative evidence in support of the position that nonmaternal care tends to magnify inequality. Although ordinary least squares regressions reveal no effects of child care, fixed-effects models that control for differences between families indicate that children of high-income, well-educated mothers benefit from center-based care, but children of low-income, poorly educated mothers suffer a cognitive disadvantage from attending day care centers. Home-based care, however, is not associated with cognitive performance. Results from nonparametric analyses are consistent with the findings from fixed-effects models. The key results rely mainly on a relatively small sample of about 700 children in 300 families that sent their children to different types of care, and they do not pertain to families with only one child, so caution is warranted in generalizing the findings. (Contains 5 figures, 7 tables, and 34 references.) (Author/SLD)

ED 431 835 UD 032 997

Further Education and Equality: A Manager's Manual.
PUB DATE- 96
NOTE- 49p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Adult Education; Adults; *Equal Education; Foreign Countries; *Legislation; Postsecondary Education; *Racial Discrimination; *Sex Discrimination
IDENTIFIERS- Further Education Funding Council (United Kingdom); *United Kingdom

This practical guide for colleges is designed to ensure sex and race equality in service delivery in further education in the United Kingdom. It is based on the approved framework for inspections in the further education sector. Following an introduction, chapter 2 outlines the laws against discrimination, and chapter 3 sums up the argument for equality of opportunity in further education. Chapter 4 provides a basic checklist of what an equal opportunities policy should cover, and chapter 5 suggests equality performance indicators that may be used to integrate equality assurance into the college's quality assurance procedures. The central section of the booklet follows the inspection guidelines published in "Assessing Achievement," published by the Further Education Funding Council. One column presents requirements from the Further Education Funding Council and the other column contains key questions for administrators about equal opportunity action. Practical guidance on dealing with racial and sexual harassment is given in an appendix. (SLD)

ED 431 836 UD 032 998

Cummins, Paul F.; Cummins, Anna K.
For Mortal Stakes: Solutions for Schools and Society. Counterpoints Vol. 61.
PUB DATE- 98
NOTE- 217p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.

PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adolescents; Blacks; Delinquency; Ethnicity; Grade 9; *High School Students; High Schools; Hispanic Americans; *Juvenile Gangs; Longitudinal Studies; Parent Influence; *Participation; *Peer Influence; *Predictor Variables; Urban Schools; Urban Youth; Whites
IDENTIFIERS- African Americans

This study examines the relative influence of peer and parenting behavior on changes in adolescent gang involvement and gang-related delinquency. An ethnically diverse sample of 300 urban ninth-grade students was recruited and assessed on 8 occasions during the school year. Analyses were conducted using hierarchical linear modeling. Results indicate that, in general, adolescents decreased their level of gang involvement over the course of the school year. However, the average level of gang delinquency remained constant over time. As predicted, adolescent gang involvement and gang-related delinquency were most strongly predicted by peer gang involvement and peer gang delinquency, respectively. The effect of parenting, however, was more complicated and differed by ethnicity. The effect of parenting was particularly salient for black/African American adolescents. (Author/SLD)

ED 431 857 UD 033 023

Stephens, S. A.; Wolf, Wendy C.; Batten, Susan T.
Improving Outcomes for Teen Parents and Their Young Children by Strengthening School-Based Programs. Challenges, Solutions, and Policy Implications.
SPONS. AGENCY- Foundation for Child Development, New York, NY.; Jesse Stuart Foundation, Ashland, KY.; William and Flora Hewlett Foundation, Palo Alto, CA.; Kellogg Foundation, Battle Creek, MI.; California Wellness Foundation.; Mott (C.S.) Foundation, Flint, MI.
PUB DATE- 99
NOTE- 34p.; Funding also provided by the Vira I. Heinz Foundation.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Adolescents; Delivery Systems; *Early Parenthood; High Schools; *Outcomes of Education; Preschool Children; Preschool Education; Program Effectiveness
IDENTIFIERS- *School Based Services; *Temporary Assistance for Needy Families

This policy paper addresses how to strengthen school-based efforts for adolescent parents and their children so that they can be more effective in meeting the needs and improving the outcomes of these young families. Based on the experience and lessons of a 6-year effort, the Initiative to Strengthen School-Based Programs for Adolescent Parents and Their Young Children, this document addresses several specific challenges faced by school-based programs. Policy implications are discussed to accomplish these objectives: (1) making teen parents and their children visible; (2) helping the education system work for teen parents and their children; (3) providing critical services and supports to teen parents and their children; (4) linking schools with Temporary Assistance to Needy Families (TANF) services and resources; and (5) providing services to all teen parents, both non-TANF and TANF. The experience of the initiative supports the need for a broader, community-based strategy to create a coordinated plan and build a comprehensive system for teen parents and their children. (SLD)

EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- *Child Development; Childrens Games; Childrens Literature; Emotional Development; Infant Behavior; *Infants; Language Acquisition; *Montessori Method; Motor Development; Observation; Periodicals; Play; *Preschool Education; *Toddlers; Toys
IDENTIFIERS- Montessori (Maria); *Montessori Preschools

This document is comprised of the four issues in the second volume of a quarterly journal for parents of children in Montessori infant and toddler programs. The May 1998 issue contains an article on Treasure Baskets which are designed for non-mobile babies who can sit up, an article discussing the personal growth of a Montessori teacher who became a mother, and a picture story of a day in a Montessori toddler class. The August 1998 issue covers language development for infants and toddlers, baby body awareness taught through games, and appropriate books for toddlers. The November 1998 issue includes an article on observing children from birth to three, a picture story of a day in a Montessori toddler class, and an article discussing infant crawling. The February 1999 issue presents information on toddlers and their transitions, fostering hope in children, and Maria Montessori's rules for the treatment of the child. A regular feature of the journal is "Ask Ginny," an advice column. (JS)

ED 431 553 PS 027 753

Gallagher, Peg; Pearlmutter, Sue; Wang, Edward; Coulton, Claudia; Bania, Neil; Katona, Michelle
Non-Assistance Subsidized Child Care: Potential Pool of Applicants in Cuyahoga County. Center on Urban Poverty and Social Change Briefing Report No. 9702.
SPONS. AGENCY- Cuyahoga County Dept. of Entitlement and Employment Services, OH.; Cleveland Foundation, OH.; George Gund Foundation, Cleveland, OH.; Joyce Foundation, Chicago, IL.
PUB DATE- 97
NOTE- 12p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Day Care; *Economically Disadvantaged; Employed Parents; *Family Needs; *Low Income Groups; *Poverty; Welfare Recipients; Welfare Services
IDENTIFIERS- Ohio (Cuyahoga County); *Subsidized Child Care Services; Welfare Reform

As of the 1997 Ohio welfare reform laws, families not receiving cash assistance and earning 135 percent or less of the poverty income were eligible for subsidized child care (non-assistance subsidized child care). This study sought to estimate the number of working families in Cuyahoga County, Ohio that could take advantage of non-assistance subsidized child care in 1997. A profile of working poor families that would qualify for non-assistance subsidized child care at a point in time was developed, using a cross-sectional design based on 1990 census data. Findings from this profile indicated that about 9,300 Cuyahoga County families with children under the age of 13 had two working parents or a single parent who worked and earned at or below 135 percent of the poverty rate. Among these families, 23 percent of the parents had less than a high school education; 15 percent had three or more children under age 13; 71 percent were headed by a single parent; and 19 percent depended on public assistance during the previous year. Based on the 1990 profile of Cuyahoga County, it was estimated that

*Migrant Education; Minority Group Children
IDENTIFIERS- *Louisiana; *Migrant Education Program

This handbook provides Louisiana educators with information on the special needs of migrant children, the lawful obligations of Louisiana schools to address those needs, and the types of assistance available through the Migrant Education Program and other resources. To meet the needs of at-risk migrant students, the Louisiana Department of Education makes subgrants to school districts and other agencies to deliver special services under the Title I Migrant Education Program, as authorized by the Improving America's Schools Act of 1994. According to the specific definitions for the Title I Program, migrant children and youth are ages 3 through 21 and have moved across school district lines within the past 3 years, alone or with a parent or guardian who is seeking temporary or seasonal work in an agricultural or fishing activity. Children in Louisiana's Migrant Education Program have been identified by a Migrant Education recruiter and are formally enrolled in the program. Information on the needs and rights of migrant children is given, as well as information for dealing with children who do not speak English or who have limited English proficiency. Services provided by the Migrant Education Program are listed. The handbook includes telephone numbers for contacting migrant education programs within the state. School systems by assigned area are also listed. (CDS)

ED 431 572 RC 021 980

Migrant Child Advocate Handbook. Revised.
PUB DATE- 98
NOTE- 30p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Child Advocacy; Elementary Secondary Education; *Family School Relationship; Home Visits; *Limited English Speaking; *Migrant Children; *Migrant Education; Migrant Youth; Preschool Education; Public Relations
IDENTIFIERS- *Louisiana; *Migrant Education Program

This handbook provides information targeted for migrant advocates working with the Louisiana Migrant Education student advocacy program. The handbook lists the advocate's job responsibilities and gives a job description for advocates. Because the advocate is a vital link between the family and the school system, it is important for advocates to make regular school visits. School visits address issues such as proper grade placement, missed school, needs assessment, monitoring student progress, and communication with parents. Tips and pointers for home visits are listed, including spending time socializing with the migrant family and making referrals to appropriate social agencies. Since the goal of the Louisiana Comprehensive Plan for the Education of Migrant Children is to help children succeed in school, the handbook provides eligibility guidelines for various preschool programs. Procedures for identifying and serving limited English proficient (LEP) students are given, including guidelines from the U.S. Department of Education. Secondary alternative schools are listed with contact information. Migrant advocates are encouraged to engage in public relations activities to promote migrant education programs. Items to include when sending public service announcements to the media are listed. Information on community

Environmental Education; Foreign Countries; Models; *Plant Identification; *Plants (Botany); Science Instruction; Sex Differences

In order to name and classify a plant they see, children use their existing mental models to provide the plant with a name and classification. In this study, pupils of a range of ages (4,8,11 and 14 years old) were presented with preserved specimens of six different plants (strictly, five plants and a fungus) and asked a series of questions about them. The results indicated that pupils of all ages mainly recognize and use anatomical features when naming the plants and explaining why they are what they are. However, older pupils are more likely to also use habitat features. For both girls and boys, home and direct observation are more important as sources of knowledge than school, TV, videos, CD-ROMs or books, though, TV, videos, CD-ROMs and books seem more important for boys than for girls. As pupils age, their reasons for grouping plants become more complicated: in addition to relying on shared anatomical and habitat features, they begin to show evidence of a knowledge of taxonomy and use this knowledge to group plants. Contains 11 references and 9 tables. (Author)

ED 431 591 SE 062 451

Countdown to Six Billion Teaching Kit.
PUB DATE- 98
NOTE- 13p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Elementary Secondary Education; Environmental Education; Foreign Countries; Natural Resources; *Overpopulation; *Population Growth; Population Trends; *Science Activities; *Science and Society; Science Instruction; Social Influences; Teaching Guides

This teaching kit features six activities focused on helping students understand the significance of the world population reaching six billion for our society and our environment. Featured activities include: (1) History of the World: Part Six Billion; (2) A Woman's Place; (3) Baby-O-Matic; (4) Earth: The Apple of Our Eye; (5) Needs vs. Wants; and (6) Six Billion Reasons. (WRM)

ED 431 592 SE 062 453

Whitlock, Laura; Bene, Meredith; Granger, Kara
Imagine the Universe! Version 3. CD-ROM .
PUB DATE- 99
NOTE- 0p.; Readable on Macintosh (system 7.1 or higher) and PC (Windows 3.1 or later) platforms. Instructions are enclosed.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Non-print Media (100)
DESCRIPTORS- *Astronomy; Earth Science; Elementary Secondary Education; Hands On Science; Integrated Activities; Optical Data Disks; *Science Instruction; *Space Sciences; Teaching Methods; *World Wide Web
IDENTIFIERS- *Web Sites

This CD-ROM contains four astronomy and space science learning center sites individually captured from the World Wide Web in January of 1999. Each site contains its own learning adventure full of facts, fun, music, beautiful images, movies, and excitement. Space science learning sites include: (1) Imagine

Competitions" (George Berzsenyi); (16) "International Perspectives on Cultivating Talent in Mathematics" (Frances R. Curcio); (17) "Making Children Count: Fostering Mathematical Literacy" (Mary Anne Anthony-Smith); (18) "The Gifted Dozen As They Move from Grades 2 through 4" (Gerald Elgarten); (19) "Ronnie Taught Us While We Mentored Him" (Marcia Nicol and James Fitzsimmons); (20) "A Boy Named Billy" (Linda Hall); (21) "You'll Do Better Next Time--You Can!" (Thomasenia Lott Adams); (22) "Everybody Counts--Including the Mathematically Promising" (Christian R. Hirsch and Marcia Weinhold); (23) "Instituting a Mathematics Research Program for Your School's Promising Mathematics Enthusiasts" (Robert Gerver); (24) "Nurturing Mathematical Promise during the School Day" (Paul Eenigenburg and Carol McCarthy); (25) "Project-Based Calculus 1 Students: A Case Study" (Cynthia Ramey); (26) "Identifying and Developing Mathematically Promising Students through Honors Calculus and the University Scholars Program" (John Douglas Faires, John Paul Holcomb, and Nathan Paul Ritchey); (27) "Supporting Students as Emerging Scholars" (James A. Mendoza Epperson); (28) "The Young Scholars Program at Ohio State University" (Arnold E. Ross); (29) "Developing Mathematically Promising Students Outside of Formal Education" (Richard Alvarez); (30) "The Charlotte Mathematics Club: A Greenhouse for Talent" (Ashley Reiter); (31) "Addiction to Mathematics: How Can We Cause It?" (William E. Geeslin); (32) "Nurturing the Growth of Young Mathematicians through Mathematics Contests" (Richard Grassl and Tabitha Mingus); (33) "MATHCOUNTS" (Madeline J. Bauer and Joseph P. Fagan); and (34) "Enriched Students Need Enriching Teachers: The Australian Mathematics Teacher Enrichment Project" (Steve Thornton and Francesca Peel). (ASK)

ED 431 613   SE 062 583

Richardson, John G., Ed.
Proceedings of the Annual Conference of the Association for International Agricultural and Extension Education (13th, Arlington, VA, April 3-5, 1997).
PUB DATE- 99
NOTE- 449p.; For 1999 proceedings, see SE 062 584.
LANGUAGE- English
EDRS Price- MF01/PC18 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Agribusiness; *Agricultural Education; *Agricultural Trends; *Agriculture; Communications; Educational Trends; Foreign Countries; Global Approach; Information Technology; International Relations; Postsecondary Education; *Rural Extension; Secondary Education; Technology; Vocational Education

This proceeding contains the following session topics: communicating technology, extension curricula, rural development, adoption of innovations, instructional technology, communications technologies, international education; extension programming, extension training, and technology transfer. (CCM)

ED 431 614   SE 062 584

Richardson, John G., Ed.
Proceedings of the Annual Conference of the Association for International Agricultural and Extension Education (15th, Port of Spain, Trinidad and Tobago March 21-26, 1999).
PUB DATE- 99
NOTE- 545p.; For 1997 proceedings, see SE 062 583.
LANGUAGE- English
EDRS Price- MF02/PC22 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)

comprehensive mathematics and science study ever undertaken, were released. The resultant data brought into focus the dire need for a shift in the U.S. educational paradigm. A framework for a performance-based mathematics program that is challenging, focused, and relevant is an essential part of that needed paradigm shift. The National Council of Teachers of Mathematics (NCTM) Principles and Standards provides that framework. Principles and Standards recommends that instruction be more than mastery of facts and routine skills, but that it result in all students gaining understanding and the ability to apply mathematical concepts in new situations. This paper clarifies how performance-based learning supports the NCTM recommendations and provides a brain-compatible methodology for mathematics instruction. (Author/NB)

ED 431 636 SE 062 896

Kanter, Patsy F.; Darby, Linda B.
Helping Your Child Learn Math. Second Edition.
PUB DATE- 99
NOTE- 54p.; For the Spanish version, see SE 062 897. Illustrated by Roberta Toth.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Algebra; Elementary Education; Elementary School Mathematics; Geometry; *Mathematics Activities; *Mathematics Instruction; Measurement; *Parents as Teachers; Probability; *Relevance (Education); Statistics

Mathematics has become increasingly important in this technological age. That is why it is even more important for children to learn mathematics at home as well as in school. This second edition of "Helping Your Children Learn Math" is for parents of children in kindergarten through fifth grade. It has been revised to include a variety of activities that will help children learn and apply mathematical concepts such as geometry, algebra, measurement, statistics, and probability in useful and fun ways. All of the 29 activities in this book relate mathematics to everyday life and complement many school mathematics lessons. Additional resources are also listed at the end. (ASK)

ED 431 637 SE 062 897

Kanter, Patsy F.; Darby, Linda B.
Como ayudar a su hijo a aprender mathematicas. (Helping Your Child Learn Math).
PUB DATE- 99
NOTE- 54p.; For the English version, see SE 062 896. Illustrated by Roberta Toth.
LANGUAGE- Spanish
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Algebra; Elementary Education; Elementary School Mathematics; Geometry; *Mathematics Activities; *Mathematics Instruction; Measurement; *Parents as Teachers; Probability; *Relevance (Education); Statistics

Mathematics has become increasingly important in this technological age. That is why it is even more important for and opportunities to build and maintain positive character traits in their children. As a result, most children enter elementary school with some character skill deficits. These deficits manifest themselves in the form of violent behaviors, low frustration tolerance, poor task orientation, poor impulse control, limited peer skills, and other delinquent behaviors. Classroom teachers spend valuable instructional time reacting to these behaviors in playgrounds, hallways, and classrooms. In 1995, Southern Connecticut University funded Homework Etc., a pilot partnership character education program aimed at building and maintaining positive character traits in children during the elementary school years. This program formed a partnership among teachers, parents, community businesses, and a primary school in New Haven, Connecticut. These partners were trained to identify, teach, and reinforce positive character traits in kindergarten through third grade. Analysis of pre- and post-group instruction data on specific character skills (listening, respect, responsibility, and cooperation) indicated that children who systematically received planned group instructions on these skills showed remarkable improvement on basic character skill application across school settings. Contains 9 figures and 15 references. (Author/BT)

ED 431 656   SO 029 998

Shenfield, Stephen; Weiss, Thomas G.
Crisis with Iraq. A Curriculum Unit on America's Choices. Choices for the 21st Century Project.
PUB DATE- 98
NOTE- 13p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Area Studies; *Conflict; Current Events; Foreign Countries; Global Education; High Schools; *International Relations; Social Studies; *World Affairs
IDENTIFIERS- *Gulf War; Hussein (Saddam); *Iraq

Intended for teachers, this mini-unit was developed to respond to the immediate, ongoing crisis between the United States and Iraq. The unit should give students at the high school level a context for the news and help them to see the connections between the decisions being made and their significance to broader policy development. It is designed to be used as a 1-to-2 day unit depending on the level of students and length of class period. The unit presents students with a choice of four options for resolving the conflict. Includes a worksheet. (BT)

ED 431 657   SO 030 528

Percoco, James A.
A Passion for the Past: Creative Teaching of U.S. History.
PUB DATE- 98
NOTE- 149p.; Foreword by Gary B. Nash.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Educational Resources; Elementary Secondary Education; *Experiential Learning; Field Trips; *History Instruction; *Local History; Primary Sources; Research Tools; Social Studies; *United States History

Learning Environments

Predicated on the fact that most school and state curricula for upper grades include a study of other cultures and that one method for examining Latin American countries and their culture is through an in-depth study of one specific country, this report details a summer travel seminar for 18 U.S. elementary and secondary school teachers to Brazil, the largest country in South America and one with striking similarities to the United States. The report notes that the teachers were exposed to different aspects of Brazil in a way that was interactive and promoted understanding. In addition to acquiring content knowledge, the teachers learned and practiced the tools of research (how to choose a topic, how to find information at the library, how to take notes, how to conduct research on the computer, how to write a research paper, and how to edit). The report is divided into the following broad sections: (1) Program Agenda (outlines travel and activities throughout the country); (2) Participants (lists names, addresses, and school affiliation); and (3) Curriculum Projects (documents all the research projects, including illustrations). (BT)

ED 431 677 SO 030 813

Jin, He

Narrative, Visual Model and Dragon Culture: A Narrative Analysis of Value Presentation in Two Movies Preferred by Chinese Adolescents. Research Bulletin 98.

PUB DATE- 98

NOTE- 239p.; Academic Dissertation, University of Helsinki (Finland).

LANGUAGE- English

EDRS Price- MF01/PC10 Plus Postage.

PUB TYPE- Collected Works - Serials (022),Dissertations/Theses - Undetermined (040)

DESCRIPTORS- *Adolescents; Comparative Analysis; *Criticism; *Cultural Context; *Films; Foreign Countries; Models; Secondary Education; Secondary School Students; Semiotics; Student Surveys; *Values

IDENTIFIERS- *China; Film Genres; Narrative Text; *Visual Representation

A narrative study was conducted of the visual models in two movies preferred by Chinese adolescents in two schools (n=152). The two movies studied were "Three Decisive Campaigns" (A Chinese Trilogy) and the American science fiction movie, "Jurassic Park." The modified approach from Bandura's modeling theory and film semiotics was used to derive a more adequate explanation of modeling from the relationships among narrative, culture, and values. Results indicated that the narrative and cultural characteristics of the film characters at the levels of text, structure, and logic provide some basic prerequisites for model selection and preference. From the viewpoint of modeling, characters in the movies provide three main kinds of knowledge for vicarious learning: (1) social role norm; (2) the environmental contingency; and (3) the vicarious reinforcing experience. Findings suggest that different genres not only influence what kinds of value models are presented, but also how they are presented and how they are able to convince the viewer. Attention was also paid to the archetype of Chinese value models. Through the analyses of dragon myths, monarch literature, Confucianist classics, the social construction of the self by such practices as the family, cultural metaphors and socially proved life goals, the main ideas of Mao Ze-dong, and a comparative study of the way Chinese and American cultures present these two movies, the study not only reveals start a local chapter on the local level. The groups listed provide a vast, informal system of education through which members learn a variety of skills and values. Service, scholarship, internship opportunities, and career advice are often available. Title headings of the contents include: (1) "Introduction"; (2) "About This Directory"; (3) "A Special Note to Parents"; (4) "Directory of American Youth Organizations"; (5) "Youth Work on the Internet"; (6) "Background Information about Youth Organizations"; (7) "Resources for Administrators and Leaders"; (8) "Readings"; and (9) "Index." (EH)

ED 431 698   SO 030 898

Grady, Karen
Constructing the Other through Community Service Learning.
PUB DATE- 97
NOTE- 21p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Attitude Measures; Economically Disadvantaged; Higher Education; *Multicultural Education; Preservice Teacher Education; *Preservice Teachers; School Community Relationship; *Service Learning; *Social Differences; *Student Attitudes

This is an exploratory study of the reactions that 65 European American preservice teachers had to the community service learning (CSL) component of a multicultural education course. The CSL project was intended to facilitate the development of intercultural competence and to foster the idea of teachers as agents of social justice. Data analysis revealed that community service learning in relationship to multicultural education both supported and subverted the goals of the course. For many of the preservice teachers, deficit notions about low-income families and families of color were reinforced. CSL created a new awareness of diversity for a few of the students. The values and outcomes fostered by CSL in this context are discussed and problematized. Differential power relationships and issues of privilege that come with being European American and middle class need to be carefully considered if CSL is to facilitate the development of multicultural teachers. Contains 23 references. (Author/BT)

ED 431 699   SO 030 899

Shastri, Anuradhaa
Investigating Content Knowledge Gains in Academic Service-Learning: A Quasi-Experimental Study in an Educational Psychology Course.
PUB DATE- 99
NOTE- 17p.; Paper presented at the Annual Meeting of the American Educational Research Association (Montreal, Quebec, Canada, April 19-23, 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Achievement; Classroom Research; Course Objectives; *Educational Psychology; Higher Education; *Service Learning
IDENTIFIERS- *Content Learning; *Knowledge Acquisition; State University of New York Coll at Oneonta; T Test

Research on service learning spanning the last three decades has revealed that service learning facilitates the development of leadership skills, self esteem, teamwork, communication skills,

*Elementary School Teachers; Homophobia; *Homosexuality;
Personal Narratives; Teacher Attitudes
IDENTIFIERS- *Homosexual Teachers

This paper presents the stories of gay and lesbian Catholic elementary school teachers. Through interviews and dialogues at social gatherings, these teachers shared their fears, hopes, and strategies they used in order to be able to truly live in the context of the Catholic elementary school. All of the participants had taught only in Catholic schools for their entire teaching careers. Results indicated that the teachers had come to accept the oppression and were working with the system, as opposed to against the system, to create a more inclusive school environment that truly echoed the gospel message of loving one another. Catholicism was an important factor that influenced their choice to work in Catholic schools. Participants acknowledged that they continually experienced a conflict between their religion and their lifestyle. They did not feel safe to come out to their students, though they acknowledged there would be some benefits to doing so. They did not believe that their administrators would support them if they came out. Participants had at least one confidant who knew explicitly that they were homosexual, and most felt that many of their colleagues knew. They believed that they had to work harder than their heterosexual colleagues and be model teachers so it would be more difficult for the administration to dismiss them. (Contains 18 references.) (SM)

ED 431 716 SP 038 573

Pomson, Alex
The Teacher as "Rebbe": Examining the Persistence of Inherited Traditions of Teacher Professionalism as "Not-Yet-Completed Narrative."
PUB DATE- 99
NOTE- 19p.; Paper presented at the Annual Meeting of the American Educational Research Association (Montreal, Quebec, Canada, April 19-23, 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Elementary Secondary Education; Foreign Countries; Personal Narratives; Teacher Responsibility; *Teaching (Occupation)
IDENTIFIERS- *Jewish Day Schools; *Professionalism; Professionalization of Teaching; Teacher Knowledge

This paper explores an alternative hypothesis for the vitality of traditional understandings of teaching. Teachers' strength might be attributed less to the context of their transmission than to their continuing potential for translation as not-yet-completed narratives. The data were generated during the course of a project which elicited accounts from Jewish day school teachers about their lives and work. The paper offers a portrait of a teacher whose narrative not only bears a strong resemblance to what is characterized as an archetype of the teacher-as-Rebbe, but also articulates a significant transformation of that archetype in terms of the gender of its ideal type and in its understanding of the teacher's role in someone else's curriculum. In making evident that traditions of teaching remain vital by generating new literatures of practice, this case points to the appropriateness of pursuing an approach to teacher professionalization founded on a dialectic encounter between the constructions of theory and the embedded knowledge of teachers. This study suggests why a teachers' and teacher educators' beliefs regarding the learning and teaching of mathematics. Data collection included questions from students about mathematics education issues in which they were interested; other students' responses to those questions; a questionnaire examining emerging themes from their questions and responses; interviews with eight students; and interviews with mathematics educators. Results showed that student teachers often held beliefs about mathematics and learning that constrained their access to rich and powerful ways of learning. Examination of the teacher educator's new practices also revealed obstacles to reform. The teacher educator appeared to be driving a mathematics reform with unwilling passengers. She realized that her task was to make students aware of their beliefs and the implications of these beliefs for teaching and learning. She created an intervention, though many students considered it insufficient to overturn years of experience. She worked to make the subject matter more explicitly linked to the school curriculum content. She received funding to use a computer web-based program to encourage debate about the nature of mathematics and help students consider their beliefs about mathematics teaching and learning. Survey results indicated that the computer intervention changed students' views of mathematics and mathematics education. Deep, ongoing self-study of teacher education practices is essential if teacher educators are to be the leaders of reform practices. (Contains 23 references). (SM)

ED 431 735 SP 038 596

Henke, Robin R.; Chen, Xianglei; Goldman, Gideon
What Happens in Classrooms? Instructional Practices in Elementary and Secondary Schools, 1994-95. Statistical Analysis Report.
SPONS. AGENCY- National Center for Education Statistics (ED), Washington, DC.
PUB DATE- 99
NOTE- 220p.
LANGUAGE- English
EDRS Price- MF01/PC09 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Class Activities; *Classroom Techniques; Elementary Secondary Education; Faculty Development; Faculty Mobility; Grading; Homework; Institutional Characteristics; Instructional Materials; Portfolio Assessment; Student Characteristics; *Student Evaluation; *Student Role; Tables (Data); Teacher Characteristics; *Teacher Role; Teachers; Teaching Experience; *Teaching Methods; Thinking Skills

This report presents estimates of the proportion of teachers who use a wide range of teaching practices, including those frequently recommended in curriculum and teaching standards and those that have traditionally been part of teachers' practice. The report analyzes data from the 1994-95 Teacher Follow-up Survey, which administered a series of items on instructional practices to a national sample of K-12 teachers in all subject areas. The report examines teachers' practices in four areas: roles that teachers and students play in learning activities; materials and technology used in the classroom; kinds of learning tasks that students complete in the classroom and at home; and how teachers assess and evaluate student learning. The report discusses whether teachers' choices of instructional strategies vary with characteristics of teachers and their students. The report concludes that U.S. teachers use a wide variety of instructional strategies on a weekly basis, including strategies recommended by reformers and traditional

EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Classroom Techniques; Decision Making; Elementary Secondary Education; Instructional Materials; Lesson Plans; *Memory; Parent Teacher Cooperation; Planning; Printed Materials; Special Needs Students; Standardized Tests; Student Behavior; Teachers; Teaching Skills; *Time Management
IDENTIFIERS- *Organizing Strategies; Paperwork

This book presents a guide to help teachers manage the multitude of diverse tasks that make up a busy school day. Practical ideas from classroom teachers help educators organize their time and memory. The book offers checklists, rubrics, forms, charts, and reproducible materials to free teachers from having to remember every detail. There are 12 chapters: (1) "Organizing Your Time and Memory," (2) "Buried Under Administrative Paperwork?" (3) "Managing Instructional Print Material," (4) "Corralling Nonprint Materials," (5) "Dejunking: Taking the Cure," (6) "Decisions: From Simple to Complex," (7) "Organizing Your Teaching," (8) "Helping Students Learn to Organize Themselves," (9) "Teaching Students with Special Needs," (10) "Working with Parents," (11) "Requesting Assistance," and (12) "Organizational Strategies for Your Soul." (Contains 22 references.) (SM)

ED 431 754 SP 038 621

Gose, Michael D.
Creating a Winning Game Plan. The Secondary Teacher's Playbook.
PUB DATE- 99
NOTE- 220p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Classroom Techniques; Discipline; Grading; High Schools; Lesson Plans; Planning; Secondary School Teachers; *Student Behavior; Student Evaluation; Student Motivation; Teacher Attitudes; Teacher Expectations of Students; *Teacher Student Relationship; Teaching Methods

This book offers strategies for high school teachers that provide tools for creating, repairing, and tweaking all the discernible components of teaching. The book is organized to move from context to teaching to discipline to thriving in teaching. The book includes tips on how to minimize discipline problems with effective curriculum and sound policies and procedures. Chapter 1, "Creating the Game Plan," introduces the idea of a game plan, presuming that there are underlying strategies for classroom success, and successful play makes for more enjoyable teaching. Chapter 2, "Planning Lessons and Teaching Strategies," is organized around four questions: What should we teach? What teaching techniques should we use? How should we organize that teaching? and How should we evaluate our results? Chapter 3, "Managing Classroom Behavior," emphasizes classroom management and discipline, highlighting how to minimize discipline problems by running an effective curriculum and having sound policies and procedures. Chapter 4, "Thriving in Teaching," contains an emergency plan and emergency card, reducing the principles of this game plan approach to its most manageable form. A resources section provides prototypical than other aspects (such as gender bias). The book features 10 chapters which include the eight topics: (1) "Introduction"; (2) "The Role of Practical Work"; (3) "Using Computers"; (4) "Approaches to Constructivism"; (5) "Cognitive Acceleration"; (6) "Assessment"; (7) "Planning, Questioning, and Using Language"; (8) "The Curriculum"; (9) "Teachers' Understanding of Science"; and (10) "Discussion." (Contains approximately 197 references.) (SM)

ED 431 773 SP 038 642

Jacob, Evelyn
Cooperative Learning in Context. An Educational Innovation in Everyday Classrooms. SUNY Series, the Social Context of Education.
PUB DATE- 99
NOTE- 233p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Context Effect; *Cooperative Learning; Educational Innovation; Elementary School Mathematics; Elementary School Students; Elementary School Teachers; English; Intermediate Grades; Mathematics Education; Social Studies; *Teamwork

This book examines the real-world implications of cooperative learning techniques used in a fourth-grade mathematics class and sixth-grade social studies class in a culturally diverse, suburban elementary school. The book documents not just the successes, but also the failures and missed opportunities exhibited by participating teachers and students. It explores six interwoven contextual aspects that affect teaching and learning (task structure, psychological and technical tools, interpersonal interactions and social relationships, individual and social meanings, local cultures and institutions, and larger cultures and institutions). In exploring the implications of the study, the book discusses how an understanding of contextual features can enable educators to improve the processes and outcomes of cooperative learning and other powerful educational innovations. There are 9 chapters: (1) "Studying the Contexts of Cooperative Learning," (2) "Cooperative Learning," (3) "The Larger Setting," (4) "Teams-Games-Tournaments in Fourth Grade Mathematics," (5) "Learning Together in Sixth Grade Social Studies," (6) "Acquiring English in Content Classes," (7) "Context and Cooperative Learning," (8) "Practicing Cooperative Learning in Context," and (9) "Toward Contextually-Sensitive Approaches to Educational Innovations." (SM)

ED 431 774 TM 029 250

Kilburn, M. Rebecca; Hanser, Lawrence M.; Klerman, Jacob A.
Estimating AFQT Scores for National Educational Longitudinal Study (NELS) Respondents.
SPONS. AGENCY- Office of the Secretary of Defense (DOD), Washington, DC.; Department of the Army, Washington, DC.
PUB DATE- 98
NOTE- 64p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Armed Forces; *Career Choice; Comparative Analysis;

sector choice policy on the academic achievement of minority students are unknown. This study uses data from the National Educational Longitudinal Study of 1988 in a structural equation model to test and compare the effects of school choice on the academic achievement of 853 Black and Hispanic high school students. It is concluded that school choice has no indirect effect on academic achievement. Other findings include: (1) a student's socioeconomic status predicts choice; (2) school choice positively influences a sense of belonging and support; (3) school choice's influence on student effort is indirectly transmitted via an enhanced sense of belonging and support; and (4) choosing does not increase the likelihood that students will enroll in an academically rigorous program. (Contains 5 tables, 6 figures, and 109 references.) (Author/SLD)

ED 431 794 TM 029 880

Tirri, Henry; Silander, Tomi
Stochastic Complexity Based Estimation of Missing Elements in Questionnaire Data.
PUB DATE- 98
NOTE- 12p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Diego, CA, April 13-17, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Elementary Education; Elementary School Students; *Estimation (Mathematics); Foreign Countries; *Information Theory; *Questionnaires; *Research Methodology
IDENTIFIERS- *Missing Data; *Stochastic Analysis

A new information-theoretically justified approach to missing data estimation for multivariate categorical data was studied. The approach is a model-based imputation procedure relative to a model class (i.e., a functional form for the probability distribution of the complete data matrix), which in this case is the set of multinomial models with some independence assumptions. Based on the given model class assumption, an information-theoretic criterion can be derived to select between the different complete data matrices. Intuitively this general criterion, called stochastic complexity, represents the shortest code length needed for coding the complete data matrix relative to the model class chosen. Using these information-theoretic criteria, the missing data problem is reduced to a search problem, that of finding the data completion with minimal stochastic complexity. The results of two empirical studies of the approach, using educational data sets of 478 elementary school students ("Popular kids" - POPKIDS in Michigan) and 500 Irish schoolchildren ("Irish educational transitions data - Irish), are presented and compared to those achieved with commonly used techniques such as case deletion and imputation of sample averages. (Contains 3 figures, 6 tables, and 36 references.) (Author/SLD)

ED 431 795 TM 029 881

Ruiz-Primo, Maria Araceli; Schultz, Susan E.; Li, Min; Shavelson, Richard J.
On the Cognitive Validity of Interpretations of Scores from Alternative Concept-Mapping Techniques.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 99

Writing.
SPONS. AGENCY- National Assessment Governing Board, Washington, DC.
PUB DATE- 99
NOTE- 63p.; Paper presented at the Annual Meeting of the National Council on Measurement in Education (Montreal, Quebec, Canada, April 20-22, 1999). For related document, see TM 029 934.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Achievement; *Academic Standards; *Civics; Elementary Secondary Education; Evaluation Methods; *Field Studies; National Competency Tests; Pilot Projects; Standardized Tests; Tables (Data); *Writing Achievement; *Writing (Composition)
IDENTIFIERS- *National Assessment of Educational Progress; Standard Setting

Field trials were conducted to test rating methods and the impact of feedback about consequences for the 1998 achievement levels-setting (ALS) process for the National Assessment of Educational Progress (NAEP). The field trials provided the opportunity to try out different methods similar to those used successfully by others, as well as to try out some new methods. The American College Testing program (ACT) had proposed a new method to be tested in the field trials. Although successful implementation of the method had been reported, the method was found to be biased, and the ACT stopped tests with the method after the first field trials. Reservations about item maps were not overcome in the field trial process, and item maps were eliminated as a choice. Concerns about computational procedures and the logistic demands of the Booklet Classification Method eliminated this approach. The Technical Advisory Committee on Standard Setting recommended a new combination method based on the method developed by M. Reckase in conjunction with the strong research base and extensive experience by ACT associated with the Mean Estimation method. Procedures based on this approach were used to set achievement levels for the 1998 NAEP in civics and writing. Appendixes contain examples of charts used in the rating method study. (Contains 18 tables, 33 figures, and 25 references.) (Author/SLD)

ED 431 816 TM 029 972

Glatthorn, Allan A.
Performance Standards and Authentic Learning.
PUB DATE- 99
NOTE- 172p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Curriculum Development; Elementary Secondary Education; Learning; *Performance Based Assessment; *Standards; *Test Construction; Test Use
IDENTIFIERS- *Authentic Assessment; Scoring Rubrics

This book is intended as a practical guide to implementing a standards-based curriculum, developing performance tasks, teaching to those tasks, and using performance assessments. The chapters are: (1) "Establishing the Foundations"; (2) "Understanding the Achievement Cycle"; (3) "Focusing on

PUB TYPE- Books (010),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Curriculum Development; *Educational Change; Educational Finance; Educational Improvement; *Elementary Secondary Education; *Political Influences; *Social Influences; Social Studies; Urban Schools; Youth Problems
IDENTIFIERS- Reform Efforts

Each chapter of this book is a call for action to help children in the United States. Some chapters focus on education, and others deal with the political and social changes needed if schools are to succeed. The chapters are: (1) "The Goals of Education"; (2) "Anger and Alienation: What To Do about it"; (3) "The Power of the Arts"; (4) "Mysteries: Educating for Hope and Community"; (5) "The New Social Studies, Part I: Global Issues"; (6) "The New Social Studies, Part II: American Issues"; (7) "A New Cosmology: Honoring the Blue Planet"; (8) "Advancing to Less"; (9) "Who Will Tell the Children?"; (10) "Crossroads: A Carnival That Works"; (11) "Independent Schools: Institutional Community Service"; (12) "The Quest for Unity: One Language, Many Stories"; (13) "Gender Issues: She, He, and We" (Anna K. Cummins); (14) "A Marshall Plan for Black America"; (15) "Soiling Children in America"; (16) "Funding Solutions: Part I"; (17) "Funding Solutions: Part II"; (18) "A Curriculum for the Soul"; and (19) "Coda." Includes a list of 248 sources for further reading. (Contains 68 references.) (SLD)

ED 431 837 UD 032 999

Wells, Ruth Herman
Breakthrough Strategies To Teach and Counsel Troubled Youth(TM) Workshop. Workbook and Sample Lessons.
PUB DATE- 99
NOTE- 25p.; Accompanying videotape and audiotape not available from ERIC.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Attitude Change; *Behavior Problems; Coping; Counseling; Curriculum; Elementary Secondary Education; Interpersonal Competence; Program Development; Skill Development; Staff Development; Teaching Methods; Workshops; *Youth Problems

Youth Change presents on site workshops to train staff to deal with youth with problems. This workbook introduces the Youth Change curriculum and workshop, outlining some of the ways the program promotes social skill, school skills, and coping skills and introducing the Youth Change structured curriculum. Eight sample lessons are presented with instructions to help teachers present them to students. All the sample lessons are from the "Breakthrough Strategies Lesson Series" by Ruth Herman Wells. (SLD)

ED 431 838 UD 033 000

Wells, Ruth Herman
The Quickest Kid Fixer-Uppers: Capsulized Solutions from the "Bright Ideas"(TM) Resource Newsletter. Volume 1 and Volume 2.
PUB DATE- 97
NOTE- 45p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for

ED 431 858   UD 033 024

Allen, Gregory J.; Batten, Susan T.; Leiderman, Sally H.;
Stephens, Susan A.
Planning Guide for Community Discussion and Reflection Processes.
SPONS. AGENCY- Kellogg Foundation, Battle Creek, MI.
PUB DATE- 98
NOTE- 23p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Child Welfare; *Discussion; Focus Groups; *Planning; Preschool Children; Preschool Education; Program Development; Program Implementation
IDENTIFIERS- *Reflection Process; Study Circles

A new multi-year effort to promote the health, positive development, and well-being of children has been established in the midwest Great Lakes region. The working name of this project is the Kellogg Pre-Birth through Age Three initiative. The first phase focuses on cross-site participation in the development of an overall design. Phase 2 will involve site-specific planning and early implementation, and phase 3, scheduled for January 2000, will consist of full-scale and long-term implementation. Nine sites have been invited to join in this effort. This guide contains planning suggestions for phase 1 of the initiative, focusing on the community discussion and reflection process. Several types of discussion methods are described, and suggestions are given for implementing some of these approaches. Determining who should be responsible for coordinating community discussion and reflection processes is also explored. Four charts summarize details of some community discussion approaches: (1) study circles; (2) the National Issues Forum; (3) community convenings; and (4) focus groups. Questions to help guide planning are suggested. (SLD)

ED 431 859   UD 033 025

Batten, Susan; Koenig, Stephanie L.
Seeking Supervision: Local Implementation of the TANF Minor Teen Parent Living Arrangement Rules.
SPONS. AGENCY- Annie E. Casey Foundation, Baltimore, MD.
PUB DATE- 99
NOTE- 38p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Adolescents; *Child Welfare; *Early Parenthood; Federal Legislation; Housing; One Parent Family; Urban Youth; *Welfare Recipients
IDENTIFIERS- Case Management; *Living Arrangements; *Temporary Assistance for Needy Families

Under the 1996 federal welfare law, Temporary Assistance for Needy Families (TANF), an unmarried minor parent with a child generally cannot receive federal welfare assistance unless she is living with her family or in some type of adult-supervised arrangement. Exemptions are available and states have flexibility in designing their policies and practices. This publication illustrates how various localities are implementing provisions of the law, highlights implementation issues of the number of children that qualified for non-assistance child care subsidies, at best, could be as low as 12,080, which is more than twice the number (5,400) of non-assistance subsidized child care slots provided by Cuyahoga County in June, 1997. (JS)

ED 431 554 PS 027 759

Pianta, Robert C.; Cox, Martha J.; Taylor, Lorriane; Early, Diane
Transition Practices.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 99
NOTE- 3p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- Day Care; Family Involvement; *Kindergarten; Parent School Relationship; Parent Teacher Cooperation; *Preschool Teachers; Primary Education; School Orientation; *School Readiness; *Student Adjustment; Teacher Student Relationship; *Teaching Methods

Teachers' most common initiatives to help students in their transition to kindergarten signal a negative shift in quality, nature, and depth of contact. Excerpting an article discussing transition practices of kindergarten teachers, this newsletter issue summarizes a study of 3,595 kindergarten teachers. The teachers were asked about their use of 21 practices related to the transition of children into kindergarten in the 1996-97 academic year and 15 barriers to implementing transition practices. Responses indicated that the practices teachers endorse most frequently do not reflect an emphasis on establishing--before school starts--connections among home, school, child care, and other contexts. The practices also do not support continuity in the child's experience or promote positive, supportive relationships with the person involved in the child's care and education. The findings indicate that if the national goal of ensuring all children enter school ready to learn depends in part on "ready schools," then there is work to be done regarding that aspect of "ready schools" that ensures smooth transitions between home and school, and continuity between child care experience and school experience. (JS)

ED 431 555 PS 027 763

Freedman, Judy S.
Easing the Teasing: How Parents Can Help Their Children. ERIC Digest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 99
NOTE- 3p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Conflict Resolution; *Coping; Early Childhood Education; Emotional Response; *Interpersonal Communication; Parent Role; *Peer Relationship; *Prevention; Social Development; *Student Behavior; Young Children
IDENTIFIERS- ERIC Digests; Harassment; *Teasing

Children who are teased on a school bus, in class, or during recess often do not want to return to school. Unfortunately, resources and contact phone numbers are provided. (CDS)

ED 431 573 RC 022 011

Vaipae, Sharon Siebert
Handbook for Teachers of Samoan Students in Western Schools.
PUB DATE- 99
NOTE- 81p.; Page numbers in table of contents are incorrect.
  Videotape not available from EDRS.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) -
  Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Classroom Communication; *Cultural Background;
  *Cultural Differences; Cultural Traits; Elementary Secondary
  Education; English (Second Language); *Intercultural
  Communication; *Samoan Americans; Second Language Learning;
  *Socialization
IDENTIFIERS- Samoa

This handbook provides classroom teachers with information to assist them in enhancing Samoan students' social adjustment and academic achievement in U.S. schools. The information complements the 25-minute videotape, Samoa, which is designed for student viewing. The handbook provides background information on the Samoan people, their islands, and Samoan schools and discusses reasons given by Samoans for migrating to Hawaii or the mainland. A chapter examines differences in culture between middle-class European Americans and traditional Samoans. Middle-class American family structure typically consists of a nuclear family with two children, while traditional Samoan families consist of an extended family structure with an average of seven children. A chapter on intercultural communication pragmatics describes principles of Samoan communication and provides context markers in Samoan communications such as eye gaze, posture, and gesture. A chapter focusing on linguistic considerations outlines differences encountered when using the Samoan language and lists problem sounds for Samoans in oral English. Contrasts in socialization between the two cultures are discussed. Using the framework suggested by Ogbu and Matute-Bianci, Samoans may be described as displaying primary differences of cultural content as well as secondary differences of cultural style. Samoans are willing to cross cultural boundaries only in certain areas of behavior and generally decline to accept most features of U.S. cultural norms and values. A final chapter provides research findings concerning second-language learners and discusses classroom applications for these findings. The handbook contains a glossary and an extensive bibliography. (CDS)

ED 431 574 RC 022 017

Sherman, Lee, Ed.; Kneidek, Tony, Ed.
Northwest Education, Volume 4.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 99
NOTE- 217p.; Contains photographs and a few colored pages that
  may not reproduce adequately.
LANGUAGE- English
EDRS Price- MF01/PC09 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- *Art Education; Discipline; *Educational Practices;
  Elementary Secondary Education; Emergent Literacy; Fine Arts;
  Music Education; Preschool Education; *Reading Instruction;
  School Activities; *School Community Relationship; *School

the Universe! geared for ages 14 and up and dedicated to a discussion about the universe--what is known about it, how it is evolving, the kinds of objects and phenomena it contains, and resources for educators; (2) Star Child, an award-winning site for younger astronomers between the ages of 4-14 that introduces the solar system, the universe, and space exploration and includes activities, movies, and puzzles; (3) Astronomy Picture of the Day, which contains different images or photographs of the universe along with a brief explanation written by a professional astronomer; and (4) AstroCapella, a collection of rock music-inspired a cappella tunes and hands-on activities on the wonders of the universe. (CCM)

ED 431 593 SE 062 483

Linking Assessment to Instruction in Your Classroom: Mathematics Guide to EXPLORE, PLAN, and the ACT Assessment. Edition 1.
PUB DATE- 96
NOTE- 121p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Educational Assessment; Evaluation; Higher Education; *Mathematics Activities; *Mathematics Instruction; Secondary Education; Teaching Methods
IDENTIFIERS- *ACT Assessment

In the early 1980s, American College Testing (ACT) saw a need for a system that would respond to the planning and assessment needs of students, parents, teachers, and administrators, and conducted an extensive review of what was being taught in American schools from grade 7 through college-sophomore level in order to identify the important educational goals that should be assessed. The study confirmed that there are skills and understandings which develop over time that are vital to students' success in their post-high school careers, whether they choose to enter the workplace or pursue a postsecondary education. ACT's Educational Planning and Assessment System includes three testing programs: EXPLORE and PLAN tests for eighth- and tenth-graders respectively, and the ACT Assessment taken by high school juniors and seniors. The three instruments are administered at three separate points in a student's secondary school educational experience. By beginning to evaluate students' strengths and weaknesses early in grade 8 and continuing to assess progress through grade 12, educators have the information necessary to monitor and guide students as they prepare for their high school and post-high school endeavors. This guide was prepared for teachers and contains descriptions of the content and skills assessed in EXPLORE, PLAN, and the ACT Assessment. It illustrates the instruction-assessment link by providing a prototype of a mathematics instructional unit and sample classroom assessments. The sample instructional unit and classroom assessments were included to illustrate how classroom-based activities may be linked to assessments and to the skills and understandings measured by the test questions on EXPLORE, PLAN, and the ACT Assessment. These include tasks that engage students in small-group and large-group work, provide opportunities for discussion, require student-led presentations, and include both independent and collaborative work. These activities are intended to illustrate how the skills and knowledge measured by EXPLORE, PLAN, and the ACT Assessment can be taught in the classroom. Contains 27 references. (ASK)

DESCRIPTORS- Agribusiness; *Agricultural Education; *Agricultural Trends; *Agriculture; Communications; Educational Trends; Foreign Countries; Global Approach; Information Technology; International Relations; Postsecondary Education; *Rural Extension; Secondary Education; Teaching Methods; Technology; Vocational Education

This proceedings contains session topics: extension systems, extension programs, extension evaluation, program impacts, extension management, extension reform, experiential learning, program delivery, farming systems research, professional training and development, program strategies, teaching effectiveness, organizational leadership, extension programming, extension models and extension program evaluation. (CCM)

ED 431 615 SE 062 594

Uy, Frederick Lim
Geometry in the Middle Grades: A Multicultural Approach.
PUB DATE- 96
NOTE- 254p.; Ed.D. Dissertation, Columbia University.
LANGUAGE- English
EDRS Price- MF01/PC11 Plus Postage.
PUB TYPE- Dissertations/Theses - Doctoral Dissertations (041),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Elementary Secondary Education; *Geometry; Mathematics Curriculum; *Mathematics Instruction; Middle School Students; Middle Schools; *Multicultural Education

After appropriate research, 18 geometry lessons were created using a multicultural approach. The lessons were designed to replace portions of a middle grades geometry curriculum dependent upon standard textbooks, and were piloted in an independent New York City school. The study involved 46 students and lasted for six weeks. The lessons were divided into four units. At the start of each, students were given a mathematical pre-assessment. After the entire unit had been taught, the students completed a post assessment on both the mathematical and the cultural topics. Additionally, students were asked to complete a questionnaire and were interviewed. A daily log of observations was maintained throughout the field trial. Finally, a five-member jury reviewed the lessons and completed an evaluation form. This study supported the claims that (1) students appreciate the contributions of cultures that are different from their own, and (2) linking the study of mathematics with other disciplines and cultures provides more meaning to the mathematics studied. When students were asked why they enjoyed the multicultural approach, most indicated that they saw uses and applications of mathematics outside the classroom and in other cultures that they had not encountered in previous mathematics classes. Also, students appeared to realize that certain mathematics topics could be connected to other disciplines. The results of this study suggest that many students appreciate mathematics topics because they see a direct and human way of applying them. The students appeared to be highly motivated and involved with the lessons, and classroom discussions were lively with broad participation. The jury indicated that (1) there was a nice flow of topics, (2) the sequencing of the lessons was adequate and moved from less difficult to more difficult, and (3) lessons were appropriate for middle grades. Jury members suggested that there should be more in-depth cultural and historical background for each lesson and agreed that the materials fostered awareness, appreciation, and acknowledgment of other cultures. (Contains 62 references.) (Author/NB) children to learn mathematics at home as well as in school. This second edition of Helping Your Children Learn Math is for parents of children in kindergarten through fifth grade. It has been revised to include a variety of activities that will help children learn and apply mathematical concepts such as geometry, algebra, measurement, statistics, and probability in useful and fun ways. All of the 29 activities in this book relate mathematics to everyday life and complement many school mathematics lessons. Additional resources are also listed at the end. (ASK)

ED 431 638 SO 028 923

Japan Meets the West: A Case Study of Perceptions. A Secondary Teaching Unit.
PUB DATE- 94
NOTE- 78p.; Accompanying slides not available from EDRS.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Area Studies; *Asian History; *Asian Studies; Cultural Activities; *Cultural Awareness; Foreign Countries; *International Relations; *Japanese Culture; Multicultural Education; *Non Western Civilization; Secondary Education; Social Studies
IDENTIFIERS- *Japan

This unit, designed for grades 9-12, includes a teacher's guide and 30 accompanying slides. Teachers don't need special knowledge of Japanese history; sufficient background information is provided. The activities can be adapted for other grade levels. The unit is intended for five class periods of 50-minutes each with supplementary activities to expand the unit as desired. The activities ask the students to examine cultural assumptions about the historical contact between Japan and the West. The lessons are meant to be used concurrently with a set of slides that are included with the teaching unit. Intercultural misunderstanding and conflict provide a wealth of information for students to assess the cultural lens from which they view the world. The five lessons include: (1) "Introduction to Perceptions"; (2) "Introduction to Mutual Images"; (3) "Comparing Images"; (4) "Mutual Images in the 20th Century"; and (5) "Changing Perceptions Through New Information." The unit concludes with two appendices: (1) a description of each of the 30 slides and accompanying question(s) and (2) a 25-item bibliography that focuses on Japanese history, Japan meets the West, and intercultural contact and perceptions. (EH)

ED 431 639 SO 029 419

Obenchain, Kathryn M.
An Ethnographic Study of Democratic Citizenship Education in Elementary School: Implications for Social Studies Teacher Education.
PUB DATE- 98
NOTE- 36p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Diego, CA, April 13-18, 1998).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Citizen Participation; *Civics; *Community

Using classroom teaching practices as models, the text advocates and demonstrates teaching local and U. S. history through experiential activities. Students travel to historic sites and exhibits, examine archives and primary source documents, analyze movies and documentaries, conduct interviews, and engage in art-making activities. Throughout the book numerous sources for historical information and documents and practical suggestions for cultivating contacts are given. Chapter titles are: (1) "A Present of the Past"; (2) "Friends and Colleagues: The Art of Networking"; (3) "Bumper Stickers and Other Strategies"; (4) "If Statues Could Talk: Using Monuments to Teach"; (5) "Guest Speakers and Telephone Conferences"; (6) "Teaching History Through Film"; (7) "Doing History: Applied History and Interning"; and (8) "On the Road Again: Field Trips." Appendixes include information about historical films, related websites, and addresses of history of education associations. References are provided. (MM)

ED 431 658 SO 030 530

Niemi, Richard G.; Junn, Jane
Civic Education: What Makes Students Learn.
PUB DATE- 98
NOTE- 224p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Academic Achievement; *Citizenship; *Citizenship Education; *Civics; Evaluation Utilization; Government (Administrative Body); Grade 12; High School Seniors; High Schools; Instructional Improvement; *Learning Processes; Models; National Competency Tests; Political Science; Social Studies; Standardized Tests; Student Evaluation
IDENTIFIERS- *National Assessment of Educational Progress

This book takes a look at what U.S. high school seniors know about government and politics and how they learn about it. Secondary school civics courses enhance students' civic knowledge. The book is based on the 1988 National Assessment of Educational Progress (NAEP), the most extensive assessment to date of civic knowledge among youth. The depth of students' knowledge on a wide range of political and civic topics is documented. Differences in civic knowledge are demonstrated among students grouped according to race, gender, type of school, amount of instruction, and other characteristics of individuals, schools, and homes. A theoretical model to explain the cognitive process by which students learn about politics is developed and tested and then discussed. Specific changes in the style and emphasis of civics teaching are suggested. Chapter titles include: (1) "Civic Education and Students' Knowledge"; (2) "What High School Students Know (and Don't Know) about Civics"; (3) "How Students Learn about Government: The Exposure-Selection Model"; (4) "Exposure to Learning: Civic Instruction"; (5) " Selection and Retention"; (6) What Makes Students Learn" and (7) "The Future of Civic Education." Contains chapter notes and extensive references. (BT)

ED 431 659 SO 030 585

Schweitzer, Margaret
On Trial. A Criminal Trial Simulation--The Case of the Big Bad Wolf. Grades 4-6.
PUB DATE- 97
NOTE- 48p.

the general development of Chinese values from ancient to modern times, but also offers a perspective on how value models differ from culture to culture. Suggestions for effective movie models in classroom teaching and cultivation of teenagers' critical attitudes towards films and television are given. Contains extensive tables and references. Appended are the survey and a list of 10 preferred films. (BT)

ED 431 678 SO 030 816

McMahon, Rebecca
Service Learning: Perceptions of Preservice Teachers.
PUB DATE- 98
NOTE- 16p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (27th, New Orleans, LA, November 4-6, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Attitude Measures; *Dialog Journals; *Educational Benefits; Higher Education; Learning Processes; Preservice Teacher Education; *Preservice Teachers; Qualitative Research; *Service Learning; *Student Attitudes; Student Journals
IDENTIFIERS- *Reflective Writing

Efforts are currently being made across the country to strengthen the connection between students' service learning experiences and course content at the university level. A study used qualitative data for gaining insight into preservice teachers' experiences and perceptions related to service learning. Subjects were undergraduate students enrolled in two sections of an early childhood course. Each student volunteered to work a minimum of 10 hours for an organization that serves children. Students reflected on their experiences by keeping dialogue journals and participating in two reflection sessions. At the end of the semester, students contemplated involvement in community service by responding to a set of open-ended questions in the form of a narrative reaction paper. Reaction papers were individually analyzed by two researchers for the purpose of identifying patterns or similarities in three broad areas of interest: (1) overall attitude, (2) learning that occurred, and (3) impact on university life. Following a collaborative analysis of research notes, findings were synthesized. Data analysis revealed a favorable perspective toward service learning. Academic benefits cited ranged from clarifying an individual's choice of major to observing or applying information present in university courses. Additionally, participants communicated learning outcomes in regard to each individual, the community, and children/adolescents. Contains 3 references. (BT)

ED 431 679 SO 030 817

Biachi, Janine; Nutter, Ann; Price, Jon
What Is El Nino and How Does It Affect Us?
PUB DATE- 98
NOTE- 37p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Climate Change; Grade 6; Intermediate Grades; Learning Activities; *Physical Environment; Physical Geography; Secondary Education; Social Studies; Student Educational

and acceptance of cultural diversity. Perhaps the most difficult arena has been the area of intellectual, cognitive, and academic efforts. A study investigated content knowledge gains by integrating service learning in an undergraduate educational psychology course when the course and the instructor were held constant. The study was designed to reinforce concepts and theories taught in the classroom with more tangible hands-on experiences at the site. Participants were 64 State University of New York at Oneonta undergraduates. A two sample t-test was performed on the total scores earned on the quizzes, examinations, and written assignments. The results were significant at the .05 probability level with a p-value of .013. Service learning, rather than limiting learning experiences to vicarious exposure to critical issues and problems, engages students with the phenomenon under study. T-test data is appended. Contains 23 references. (Author/BT)

ED 431 700   SO 030 911

Vandenberg-Daves, Jodi, Comp.; Gorn, Cathy, Ed.
Science, Technology, Invention in History: Impact, Influence, Change. National History Day 1999, Teacher Guide and Contest Guide.
PUB DATE- 99
NOTE- 89p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Class Activities; Critical Thinking; Elementary Secondary Education; History Instruction; Internet; *Inventions; Learning Activities; Science Instruction; *Scientific and Technical Information; Student Research; *Technological Advancement; Thematic Approach; *United States History; *World History
IDENTIFIERS- Historic Sites; *National History Day

The theme for National History Day during 1998-99 school year is "Science, Technology, Invention in History: Impact, Influence, Change. National History Day competition has two divisions based on school grade: junior division--grades 6, 7, and 8; and senior division--grades 9, 10, 11, and 12. This teacher guide provides teachers with classroom materials to help students gain an understanding of the historical, economic, and social ramifications of science, medicine, engineering, computers, technology, and related subjects bridging the gap between history and the sciences. Young people need to understand that although technology depends upon mathematics and science, it responds to and is shaped by human values and that these values vary from time to time and place to place. The booklet includes teaching strategies for using National History Day in the classroom, lessons on several topics related to the theme, possible topic suggestions for student research, and a selective bibliography of resources. Lessons in the booklet assist students in focusing on a topic and understanding its significance in history through the use of primary sources. The booklet is divided into the following sections: (1) "Introduction: What Is National History Day?"; (2) "Ideas and Materials: Teaching about Science, Technology, Invention in History"; (3) "Theme Narrative, Topic Ideas and Bibliography: Science, Technology, Invention in History"; (4) "Getting Caught Up in the Web: Computer Technology, The Internet and National project to professionalize teachers, which until now has shown little evidence of attending to the traditions within which teachers' lives are embedded, will remain flawed until it attempts to understand what teachers and others who work in Jewish schools understand teacher professionalism to be. (Contains 32 references.) (SM)

ED 431 717 SP 038 575

Korthagen, Fred; Russell, Tom
Building Teacher Education on What We Know about Teacher Development.
PUB DATE- 99
NOTE- 14p.; Paper presented at the Annual Meeting of the American Educational Research Association (Montreal, Quebec, Canada, April 19-23, 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Educational Theories; Elementary Secondary Education; *Faculty Development; Foreign Countries; Higher Education; *Mathematics Education; *Preservice Teacher Education; *Realism; Reflective Teaching; *Teacher Improvement; Teachers; Teaching Methods
IDENTIFIERS- Netherlands; Queens University of Kingston (Canada)

Based on an analysis of the nature of theory that is relevant to teachers, this paper presents an approach to teacher education, the realistic approach, and reports on its use in two countries. The paper uses the concepts of episteme and phronesis to introduce a new way of looking at theory that is relevant for teacher development. Section 1 examines the traditional approach to teacher education. Section 2 describes the causes of the transfer problem in teacher education and how it blockades teacher development. Section 3 focuses on the new paradigm, noting that ideas developed in the paper are derived mainly from theories on mathematics learning and teaching. Section 4 presents realistic mathematics education as an example. Section 5 describes realistic teacher education. Section 6 examines theory. Section 7 discusses the promotion of reflection. Section 8 describes the introduction of the realistic approach into teacher education at Queen's University in Canada and Utrecht University in the Netherlands. Section 9 concludes by discussing how the realistic approach can narrow the gap between theory and practice, noting that certain issues need special attention. It examines the demands that the principles discussed in this paper put on teacher educators. (Contains approximately 69 references.) (SM)

ED 431 718 SP 038 576

Rothenberg, Julia Johnson; McDermott, Peter C.; Gormley, Kathleen
Preparations and Reflections: Teaching in a Widening World.
PUB DATE- 99
NOTE- 20p.; Paper presented at the Annual Conference of the American Educational Research Association (Montreal, Quebec, Canada, April 19-23, 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Cooperating Teachers; Cooperating Teachers; Cultural Differences; *Diversity (Student); Elementary

techniques. Student grade level and class subject area relate to the strategies for instruction that teachers choose. Teachers' instructional choices are partly responses to characteristics of their students. Teachers who participate in recent faculty development are more likely to use recommended teaching practices than those who do not. Four appendixes present detailed tables, standard error tables, technical notes and methodology, and the Teacher Follow-up Survey (questionnaire for current teachers). (Contains approximately 75 references.) (SM)

ED 431 736 SP 038 601

Teacher Education and School Reform. International Yearbook on Teacher Education 1996. Proceedings, Vol. I and Vol. II from the World Assembly of the International Council on Education for Teaching (Including the Final World Assembly Report and Recommendations Submitted by ICET to UNESCO)(43rd, Amman, Jordan, December 16-21, 1996).
PUB DATE- 97
NOTE- 1210p.
LANGUAGE- English
EDRS Price- MF09/PC49 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- College School Cooperation; Democratic Values; *Educational Change; Educational Improvement; Educational Innovation; *Educational Quality; Elementary Secondary Education; *Excellence in Education; Faculty Development; Foreign Countries; Higher Education; *Inservice Teacher Education; International Cooperation; Partnerships in Education; *Preservice Teacher Education; Professional Development Schools; Public Schools; Teacher Improvement; Teachers

This report provides a review of current research and innovative programs and practices as viewed from an international perspective. To develop these volumes, the International Council on Education for Teaching (ICET) invited educators from Africa, Asia and the Pacific, Europe, the Middle East, South America, Central America, and the Caribbean to address teacher education and school reform. The theme was supported by plenary sessions and research-based paper presentations focusing on four topics: (1) enhancing values in school reform to promote democratic values and practice and develop a democratic pedagogy of school renewal; (2) fostering partnerships in school reform between schools and universities, with professional development schools, between professional and public schools, and between centers of educational development and public schools; (3) preparing teachers for school reform through innovations in preservice teacher education and their likely impact on schools; and (4) capitalizing on international collaboration for school reform by identifying national, regional, and international efforts for achieving school reform. These volumes outline key issues confronting educators and suggest successful strategies and practices for educators to model in pursuit of quality teacher education and school reform on the local, national, and international level. (SM)

ED 431 737 SP 038 602

Teaching Tolerance for All: Education Strategies To Promote Global Peace. International Yearbook on Teacher Education 1995. Proceedings from the World Assembly of the International Council on Education for Teaching (42nd, Darussalam, Brunei, July 3-7, 1995).

lesson plan formats, sample lesson plans for each part of the class period, a section on homework, and lists of recommended readings, films, and websites. (Contains 51 references.) (SM)

ED 431 755 SP 038 622

Byrd, David M., Ed.; McIntyre, D. John, Ed.
Research on Professional Development Schools. Teacher Education Yearbook VII.
PUB DATE- 99
NOTE- 289p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- College Faculty; *College School Cooperation; Educational Change; Elementary Secondary Education; *Faculty Development; Higher Education; Inservice Teacher Education; Leaders; Leadership; Mentors; *Partnerships in Education; Preservice Teacher Education; *Professional Development Schools; Supervisors; Teacher Collaboration; Teacher Improvement; Teachers; Urban Schools
IDENTIFIERS- California; Learning Communities; Texas

This book examines the current standard practice of confining teacher preparation to 4 years of coursework, examining the growing interest in career-spanning teacher education. There are 12 chapters. Section 1, "Collaboration: Building Bridges to Transform Institutional Cultures," includes: "Overview and Framework" (Linda Valli) and three chapters: (1) "Effects of Collaboration on Urban Teacher Education Programs and Professional Development Schools" (W. Robert Houston, L.Y. Hollis, Diane Clay, Claudette M. Ligons, and Linda Roff); (2) "Dream Keepers, Weavers, and Shape-Shifters: Emerging Roles of PDS University Coordinators in Educational Reform" (Joanne M. Simmons, Loretta R. Konecki, Ronald A. Crowell, and Pamela Gates-Duffield); and (3) "Creating an Equal Partnership for Urban School and Teacher Education Renewal: A California Experience" (Zhixin Su). A summary features "The Transformative Potential of Collaborative Partnerships: Reflections" (Linda Valli). Section 2, "Contexts for Professional Development Schools," includes "Overview and Framework" (Ann Larson and Sheryl Benson) and (4) "Investigating a School-University Partnership through the Lenses of Relationship, Self-Determination, Reciprocal Influence, and Expanding Power" (Mitzi Lewison and Sue Holiday); (5) "Creating Learning Communities of Research and Practice: Participatory Research and Development" (Daniel J. Boudah and Stephanie L. Knight); and (6) "Concerns of Professionals Involved in Implementing a Professional Development School" (Judith D. Redemer and Barbara L. Nourie). A summary presents "Contexts for Professional Development Schools: Reflections" (Ann Larson and Sheryl Benson). Section 3, "Taking Measure of Our Work: Professional Development Schools and the Matter of Leadership," includes "Overview and Framework" (Gerald M. Mager) and (7) "Teachers' Stories of Professional Development School Restructuring: Decision Making" (Ann S. Nihlen, Melissa Williams, and Amy Sweet); (8) "Teachers as Leaders: A Question or an Explanation?" (Judy Reinhartz and Ranae Stetson); and (9) "Professional Development Schools: A Comprehensive View" (Frances K. Kochan). A summary offers "What Can We Learn from These Measures? Reflections" (Gerand M. Mager). Section 4, "Inquiry in Professional Development School Contexts" includes "Overview and Framework" (Edward Pajak) and (10) "Understanding Teacher Risk- taking in a West Texas Professional Development School" (Judith A. Ponticell); (11) "Building the Layers of a

*Estimation (Mathematics); High School Seniors; High Schools; Longitudinal Studies; *Military Personnel; National Surveys; Norms; *Scores; Tables (Data); Test Results; *Test Use
IDENTIFIERS- *Armed Forces Qualification Test; *National Education Longitudinal Study 1988

This document reports on the first segment of a project that estimates the determinants of individual enlistment decisions using the 1992 second followup of the National Educational Longitudinal Study (NELS). The NELS sample contains youths who were high school seniors in 1992. The project's first segment estimates scores on the Armed Forces Qualification Test (AFQT) for NELS respondents, and it uses the results of this estimation to draw some implications for recruiting policy. The second project report will replicate the studies of J. Hosek and C. Peterson (1985, 1990) and estimate additional models of enlistment decisions. The NELS does not contain AFQT scores, but it does contain extensive demographic information on its sample, including scores on mathematics, science, and reading tests. The basic assumption is that a person who scored at some percentile on a NELS test would score at a similar percentile were the same population given a component of the National Assessment of Educational Progress (NAEP) of the AFQT with comparable content. Analyses suggest that in 1992 a higher fraction of youths scored in the ranges that qualified them for military enlistment than was true in 1980. This finding implies that when the AFQT is renormed as planned using a random sample of the youth population collected in 1997, fewer individuals will qualify for enlistment than is currently true using the old AFQT norms. The methodology also suggests a way that AFQT scores renorming could be approximated on a regular basis between National Longitudinal Survey of Youth norming studies. Appendixes contain standard and percentile test score tables and relate test score estimates to recruiting outcomes. (Contains 11 figures, 13 tables, and 36 references.) (SLD)

ED 431 775   TM 029 607

Barr, Mary A.; Craig, Dana A.; Fisette, Dolores; Syverson, Margaret A.
Assessing Literacy with the Learning Record: A Handbook for Teachers, Grades K-6.
PUB DATE- 99
NOTE- 100p.; Foreword by Myra Barrs. Revised edition of "The Learning Record." For the grades 6-12 guide, see TM 029 608.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Academic Standards; *Educational Assessment; Elementary Education; Elementary School Teachers; Evaluation Methods; Learning; *Literacy; Models; Observation; Report Cards; Standards

The Learning Record is a framework teachers can use to translate their observations of students into a disciplined, systematic, standards-based reporting process. This guide offers all the information necessary to use the Learning Record in elementary school. The chapters are: (1) "Documenting Prior Experience"; (2) "Documenting Student Learning"; (3) "Reflecting on the Year's Work"; (4) "Classroom Organization and Management"; and (5) "Professional Development." Four appendixes contain the reading and writing scales, a discussion of English language learning, a School Performance scale, and the Learning Record

NOTE- 28p.; Paper presented at the Annual Meeting of the American Educational Research Association (Montreal, Quebec, Canada, April 19-23, 1999).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Cognitive Processes; *Concept Mapping; Elementary Secondary Education; *Scores; *Validity

The validity of connected understanding interpretation of three concept mapping techniques was studied, focusing on the correspondence between mapping-intended task demands, inferred cognitive activities, and scores obtained. The concurrent and retrospective verbalizations of subjects at different levels of competency as they performed the mapping task were studied, and the directedness of the mapping tasks, the characteristics of the verbalizations, and the scores were compared. Subjects were nine chemistry students and two chemistry teachers. The three mapping techniques were: (1) construct a map from scratch; (2) fill in the nodes of a skeleton map; and (3) fill in the linking lines. The three mapping techniques provided different pictures of student knowledge. With high-directed techniques (fill-in-the-map), students' knowledge was close to the maximum criterion, but with a low-directed technique (construct-the-map), students' knowledge was revealed as partial. Low-directed tasks seemed to provide students with more opportunities to reflect their actual conceptual understanding. In addition, the magnitude of the correlation between construct-a-map and fill-in-the-lines scores was much higher than that observed in previous studies. An appendix contains a table of verbal units by subcategory, group, and assessment. (Contains 16 references.) (SLD)

ED 431 796 TM 029 882

Ruiz-Primo, Maria Araceli; Li, Min; Ayala, Carlos; Shavelson, Richard J.
Student Science Journals and the Evidence They Provide: Classroom Learning and Opportunity To Learn.
SPONS. AGENCY- National Science Foundation, Arlington, VA.
PUB DATE- 99
NOTE- 29p.; Paper presented at the Annual Meeting of the National Association for Research in Science Teaching (72nd, Boston, MA, March 28-31, 1999).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Elementary School Students; Evaluation Methods; Grade 5; Intermediate Grades; Performance Factors; *Science Instruction; *Scoring; Student Evaluation; *Student Journals
IDENTIFIERS- *Opportunity to Learn

Student science journals were evaluated as an assessment tool to demonstrate student performance throughout the course and the opportunities students have to learn science in their classrooms. The study was conducted with 163 fifth graders from 7 classrooms, although 1 teacher did not collect student journals, reducing the sample size. Close and proximal assessments were administered before and after instruction in each of two units. Student journals within a class were selected based on performance on the posttest as high, medium, or low. Eighteen journals were scored for one unit, and 14 for the other. Each journal was scored by two scorers. Preliminary results indicate that student journals can be scored reliably.

Authentic Learning"; (4) "Building on a Standards-Based Curriculum"; (5) "Developing Long-Term Plans for Teaching"; (6) "Developing Performance Tasks and Rubrics"; (7) "Developing Units Based on Performance Tasks"; (8) "Implementing Units: Using Assessment-Driven Instruction"; (9) "Conducting Performance Assessments"; (10) "Remediating Learning"; (11) "Providing Enrichment"; (12) "Putting It All Together"; and (13) "Looking Ahead toward Continued Professional Growth." Each chapter contains references. (Contains 32 figures.) (SLD)

ED 431 817 TM 029 973

Murphy, Sharon
Fragile Evidence: A Critique of Reading Assessment.
PUB DATE- 98
NOTE- 210p.; "With Patrick Shannon, Peter Johnston, Jane Hansen."
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Educational Assessment; Educational Change; Educational Theories; Elementary Secondary Education; *Evaluation Methods; Psychometrics; *Reading Achievement; Social Influences; *Standardized Tests; *Test Use; Validity

This critique brings together psychometric theory, reading theory, and social critique to analyze reading assessment and to consider the assumptions that underlie reading assessment as practiced. The chapters are: (1) "What Counts as Evidence of Reading?"; (2) "Evidence, Validity, and Assessment"; (3) "Multiple-Choice Standardized Reading Tests in the Early 1990s"; (4) "Individualized Assessment"; (5) "A Selective Social History of the Uses of Reading Tests" (Patrick Shannon); (6) "The Consequences of the Use of Standardized Tests" (Peter Johnston); (7) "'Evaluation Is All Day, Noticing What Is Happening': Multifaceted Evaluations of Readers" (Jane Hansen); (8) "Toward Reform: Lessons from Miscue Analysis" ; (9) "Reforms in Assessment: Perils and Possibilities"; and (10) "Toward a Revisioning of Reading Assessment: What Matters?" An appendix analyzes attributes of subject and author indexes, and some individualized and group tests. (Contains numerous references) (SLD)

ED 431 818 TM 029 974

Danielson, Charlotte; Hansen, Pia
A Collection of Performance Tasks and Rubrics: Primary School Mathematics.
PUB DATE- 99
NOTE- 193p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Elementary Education; *Elementary School Teachers; *Mathematics Achievement; *Mathematics Education; *Performance Based Assessment; Student Evaluation; *Test Construction
IDENTIFIERS- *Scoring Rubrics

This book provides an overview of the rationale for and strengths and limitations of the use of performance tasks to assess student progress in mathematics. It also offers a field-tested process for developing performance tasks and rubrics, along with practical advice for evaluating student work and 20 sample

Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Adolescents; Anger; Apathy; Attention Deficit Disorders; *Behavior Problems; Children; Elementary Secondary Education; *Emotional Problems; Intervention; Pregnancy; Prevention; *Student Motivation

The suggestions in these booklets are designed to help youth professionals who help children and adolescents with problems, but who have little time. Volume 1 contains answers for helping children and youth deal with apathy, attention deficit disorders, noncompliance, poor motivation, anger problems, and avoiding teen pregnancy. The chapters are: (1) "The Best Negativity and Apathy Busters"; (2) "The Greatest Solutions for the 'Latest' Students"; (3) "Fix the Nix-Master To Say 'Yes' Faster"; (4) "Live Your Life before You Make a Life"; (5) "Reduce the Deficits of Attention Deficit Disorder"; (6) "No Excuses Anger Control"; (7) "Awaken the Sleeping Student"; and (8) "Thinking First Really Works." Volume 2 contains answers for helping children and youth cope with family problems, curtail violence, survive abuse, build peer skills, and manage conduct disorders. The chapters are: (1) "Maximum-Strength Motivation Makers"; (2) "Win the War of the Words"; (3) "What To Do When Children Suffer"; (4) "You Probably Can't Name the #1 Kid Problem"; (5) "Stop Violence before It Strikes"; (6) "Reach and Teach Children from Troubled Homes"; (7) "Peer Skills: Don't Leave Home without Them"; and (8) "Control Uncontrollable Conduct Disorders." (SLD)

ED 431 839 UD 033 001

Fager, Jennifer
All Students Learning: Making It Happen in Your School. By Request Series.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 98
NOTE- 60p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Academic Achievement; *Educational Change; Educational Objectives; Elementary Secondary Education; Faculty; *Individual Differences; Program Descriptions; School Districts

This booklet, part of a series on "hot topics" in education, advances the premises that student differences exist and that these differences can influence the way students learn. It is also assumed that there are measures schools and teachers can take that will improve the likelihood that students succeed in school. Among the issues that must be considered for implementation of a learning-for-all program are preparation, the school profile, goals, family involvement, outside support, school leadership, professional development, curriculum development, school climate, service coordination, and monitoring progress. Some guidelines are offered for instruction to maximize learning for all students with adaptations to ensure individual learning. Some pitfalls in implementing the learning-for-all mission are acknowledged, and descriptions are provided for eight school district programs in the northwestern United States, many of which are urban, that exemplify strong efforts to serve all students. (Contains 29 references.) (SLD) note, and identifies strategies used in various communities to provide adult-supervised living to minor parents in need of these supports. Nine urban communities provided information about their policies. Responses describe various case management models for minor parents living independently and illustrate issues related to coordination with the child welfare system. Two major issues affect local implementation of TANF rules related to minor parents. Most states and communities do not have adequate statistics to provide a better picture of the impact of the rule. In addition, there are varied perspectives about how big the issue really is. Some suggestions are made to strengthen the provision of TANF services. (SLD)

ED 431 860 UD 033 027

Foy, Karla, Ed.
Equity in Public Schools: The Federal Role.
PUB DATE- 99
NOTE- 60p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Elementary Secondary Education; *Equal Education; *Federal Legislation; *Public Schools; *Racial Discrimination; *Sex Discrimination
IDENTIFIERS- National Origin

This guide is designed to be an educational resource on federal laws related to race, gender, and national origin. Particular emphasis is placed on Federal Region 8, which serves New York, New Jersey, Puerto Rico, and the Virgin Islands, but much of the information is applicable to public schools throughout the United States. The guide begins with a discussion of the changing configuration of public schools in the United States and the equity implications of these changes. The next two sections describe nine federal laws and two specific regulations, detailing the main purposes of each. Citations are provided to sections of the United States Code or the Code of Federal Regulations. The final section lists some equity resources to help school districts and their personnel get the technical assistance they need. (SLD)

ED 431 861 UD 033 028

Ramirez, Amelie G.; Baraona, Miguel
Developing Effective Messages and Materials for Hispanic/Latino Audiences. Communications Technical Assistance Bulletin.
PUB DATE- 97
NOTE- 14p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Communication Problems; *Communication (Thought Transfer); *Cultural Awareness; *Health Education; Health Materials; *Hispanic Americans; *Information Dissemination; Prevention; *Substance Abuse
IDENTIFIERS- *Latinos

This guide provides information to help program planners meet the teasing can occur anywhere, and it is difficult to prevent--despite the best efforts of parents, teachers, and school administrators to create a more cooperative atmosphere. This Digest discusses different types of teasing (e.g., playful versus hurtful), why children tease other children (e.g., attention, imitation, or peer acceptance), and strategies for both parents and children to help them deal with teasing (e.g., self-talk, visualization, or reframing). The Digest points out that teasing can become harassment if it is repeated or prolonged, threatens or results in violence, or involves inappropriate touching or physical contact. In such cases, it may be necessary to involve administrators and parents in determining the appropriate course of action. (LPP)

ED 431 556 PS 027 764

Klein, Alice; Starkey, Prentice; Wakeley, Ann
Enhancing Pre-Kindergarten Children's Readiness for School Mathematics.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 99
NOTE- 24p.; Paper presented at the Annual Meeting of the American Educational Research Association (Montreal, Quebec, Canada, April 19-23, 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Comparative Analysis; *Learning Readiness; *Mathematical Concepts; Mathematics Achievement; Mathematics Education; *Mathematics Skills; *Preschool Children; Preschool Curriculum; Preschool Education; Pretests Posttests; School Readiness

Noting that many American children enter elementary school without a critical foundation of informal mathematical knowledge, this study examined the impact of a prekindergarten mathematics curriculum grounded in research on early mathematical cognition. A project-developed instrument, the Child Math Assessment, was used on a pre-post basis to examine the informal mathematical knowledge of children. Participating in the study were 83 children enrolled in five preschool classrooms serving middle-income families. The intervention group of 41 children received the preschool mathematics curriculum and were assessed at the beginning and end of their prekindergarten year. The comparison group of 42 children did not receive the curriculum and were similarly assessed. The curriculum was delivered by means of teacher-guided small group activities, a mathematics learning center, and computer activities. Curricular units were: (1) enumeration and number sense; (2) arithmetic reasoning; (3) spatial sense; (4) geometric reasoning; (5) pattern sense and unit construction; (6) logical reasoning; and (7) nonstandard measurement. The results revealed that children in the intervention group possessed a variety of informal mathematical skills and abilities at the beginning of the prekindergarten year, but many of these abilities were not highly developed. By the end of the year, the mathematical knowledge of children in the intervention group had developed significantly, and was more extensive than the knowledge of children in the comparison group. (Author/KB)

ED 431 557 PS 027 765

LeFevre, Jo-Anne; Senechal, Monique

Security; Student Behavior; Teaching Methods
IDENTIFIERS- *United States (Northwest)

Volume 4 of "Northwest Education" contains four issues. Each issue has a theme and typically consists of an opening review article on current trends and research related to the theme, followed by articles on exemplary schools or programs in the Northwest, promising practices, outstanding teachers, or suggestions for program implementation or staff development. Theme issue titles are: (1) "Succeeding at Reading: Literacy in the Early Years"; (2) "Community Building: Imagining New Models"; (3) "Learning in Peace: Schools Look Toward a Safer Future"; and (4) "Arts Education: Basic to Learning." Issues also include book reviews; availability of teacher resources; guidelines for teachers, parents, and communities; profiles of resource organizations and Web sites; letters to the editor; and practitioner commentary. (SV)

ED 431 575 RC 022 022

Selected Monographs from the Association for Experiential Education International Conference (26th, Incline Village, Nevada, November 5-9, 1998).
PUB DATE- 98
NOTE- 48p.; For selected individual papers, see RC 022 023-032.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - General (020)
DESCRIPTORS- Adventure Education; Corporate Education; Elementary Secondary Education; *Experiential Learning; Foreign Countries; Group Dynamics; Higher Education; *Individual Development; *Outdoor Education; Team Training; Therapeutic Recreation; Therapy; Youth Programs

This document contains 20 edited presentations, each in a two-page digest-like format, from the 1998 conference of the Association for Experiential Education (AEE). Presentations are: (1) "Adapting Equipment and Teaching Methods for Persons with Disabilities" (Cindy Dillenschneider); (2) "Adventure Programming and Facilitating When You Don't Know Your Participant Is a Survivor of Sexual Abuse" (Denise Mitten); (3) "Body Stories: Experiential Learning for Women's Body Image and Eating Problems" (Lisa West-Smith); (4) "A Case for International Education in AEE and Some Suggestions for How To Get Started" (Tom Lindblade); (5) "Chasing the Buddha: Bringing Meditation to Experiential Education" (Will White); (6) "Everybody Wins: Utilizing Experiential Activities with Athletic Teams" (Gregory Dale, Scott Conant); (7) "Experiential Education in Urban Community-Based Organizations" (Rebecca Carver); (8) "Experiential Therapy with Homeless and 'Street' Youth" (Karin Kallander, Laura Levings, Matthew E. Houghton); (9) "Exploration with a Corporate Navigator: 'From Wingtips to Birkenstocks'" (Russ Warmath); (10) "Facilitating Defining Moments for Others" (Relly Nadler, John Luckner); (11) "Four Step Model for Experiential Counseling" (Vonda Long, David Scherer); (12) "GOAPe: An Urban High School Program Out beyond the Concrete" (Steve Hagler); (13) "The Impact of Diversity Issues on Risk Management" (Nina S. Roberts, Sky Gray); (14) "Interagency Collaborative Training" (L-Jay Fine); (15) "The Logic of Action in Experiential Education: Starting Where the Learner Is (Assuring Children of Their Inestimable Worth)" (Donald F. Webb, Jr.); (16) "Making Sense of Outdoor Management Development (OMD): Comparing Participants' Views of OMD with the Received Wisdom" (Phil Donnison); (17) "Pathways to Transformation" (Bob Henderson, Pamela Cushing); (18) "The Psychology of Human Performance" (David A. Thomas); (19) "Walk

ED 431 594 SE 062 488

Masetti, Maggie
Shedding a New Light on the Universe: An Information and Activity Booklet. Grades 9-12.
PUB DATE- 98
NOTE- 34p.; A product of the Rossi X-Ray Timing Explorer Learning Center.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Astronomy; High Schools; Physics; Radiation; Satellites (Aerospace); *Science Activities; Science Education; Scientific Concepts; *Space Exploration; *Space Sciences; Spectroscopy; *Technology Education

This activity booklet is divided into two parts. Part One presents basic information about the electromagnetic spectrum and multiwavelength astronomy with an emphasis on X-ray astronomy. Part Two describes X-ray detectors at a more advanced level. An introduction to the Rossi X-ray Timing Explorer (RXTE) and its contributions to science is presented. Suggestions for activities that can be done by students or families, in the classroom or at home, are also featured. (WRM)

ED 431 595 SE 062 489

Truelove, Elizabeth; Dejoie, Joyce
Starchild Presents...StarChild: A Learning Center for Young Astronomers. Black Holes. An Information and Activity Booklet. Grades K-8, 1998-1999.
PUB DATE- 98
NOTE- 34p.; For secondary school activity booklet, see SE 062 490. CD-ROM and poster not available from ERIC.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Non-print Media (100)
DESCRIPTORS- *Astronomy; Elementary Education; Gravity (Physics); *Integrated Activities; Light; Physics; Science Instruction; Scientific Concepts; *Space Sciences; Stars
IDENTIFIERS- *Black Holes

The information provided in this booklet is meant to give the necessary background information so that the science of black holes can be taught confidently to elementary students. The featured activities can be used to engage and excite students about the topic of black holes in different disciplines and in a number of ways. Activities include: (1) Black Hole Gridlock; (2) Binary Buddies; (3) Supermassive Sums; (4) The Hole Story; (5) Match Me If You Can; (6) Spelling Stars; (7) Diagramming Dilemma; (8) Star Routes; (9) Intergalactic Integers; (10) Diamonds in the Sky; (11) Scientific Notables; and (12) Slopes, Stars, Supernovae, and Stuff. A CD-ROM and poster accompany the guide. (WRM)

ED 431 596 SE 062 490

Whitlock, Laura A.; Granger, Kara C.; Mahon, Jane D.
Imagine the Universe! The Anatomy of Black Holes. Probing the Structure & Evolution of the Cosmos. An Information and Activity Booklet. Grades 9-12, 1998-1999.
PUB DATE- 98
NOTE- 36p.; For elementary school activity booklet, see SE 062

ED 431 616 SE 062 596

Chin, Christine
Learning in Science: How Do Deep and Surface Approaches Differ?
PUB DATE- 99
NOTE- 20p.; Paper presented at the Annual Meeting of the American Educational Research Association (Montreal, Canada, April 19-23, 1999).
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Chemistry; *Cognitive Style; Epistemology; Foreign Countries; Grade 8; Junior High Schools; Learning Processes; Learning Strategies; *Science Education; *Science Laboratories

The purpose of this study was to compare in greater depth the qualitative differences between what previous researchers have called a deep versus surface approach to learning science. Six grade 8 students judged as typical using a deep or surface approach were videotaped or audiotaped during class group laboratory activities in a chemistry unit. They were also interviewed individually before and after instruction about related science concepts. On analysis of students' discourse and actions during the activities and their interview responses, several differences in learning approaches seemed apparent. These differences fell into five emergent categories: (1) generative thinking; (2) nature of explanations; (3) asking questions; (4) metacognitive activities; and (5) approach to tasks. When students used a deep approach, they ventured into their ideas more spontaneously; gave more elaborate explanations which described mechanisms and cause-effect relationships; asked questions which focused on explanations and causes, predictions, or resolving discrepancies in knowledge; and engaged in "on-line theorizing." Students using a surface approach gave explanations that were reformulations of the questions, a "black box" variety which did not refer to a mechanism, or macroscopic descriptions which referred only to what was visible. Their questions also referred to more basic factual or procedural information. The findings also suggest that to encourage a deep learning approach, teachers can provide prompts and contextualized scaffolding and explicitly encourage students to ask questions, predict, and explain during activities. (Contains 19 references.) (Author/NB)

ED 431 617 SE 062 628

International Space Station: K-5 Hands-on Science and Math Lesson Plans.
PUB DATE- 99
NOTE- 64p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- *Aerospace Technology; Astronomy; Elementary Education; *Mathematics Activities; Mathematics Education; *Science Activities; Science Education; Scientific Research; Space Exploration; *Space Sciences
IDENTIFIERS- *Space Stations

The Space Station is already capturing the imaginations of American students, encouraging them to pursue careers in the sciences. The idea of living and working in space continues to spark this renewed interest. The material in this guide was

Involvement; *Decision Making; Ethnology; Grade 5; Grade 6;
Intermediate Grades; *Social Studies
IDENTIFIERS- California; Indiana

A study was conducted in order to determine the specific classroom qualities and characteristics that promote and motivate students to develop attitudes and behaviors conducive to civic participation. One classroom is a bi-lingual sixth grade, located in an older neighborhood school in a coastal southern California city and the other is a predominately white fifth grade in a new neighborhood school in a small Indiana city. These classrooms were studied using observation and participant observation techniques. Data were also collected from interviews with teachers, students, school principals, parents, and social service agencies involved with the target school communities. The study findings generated two main assertions: (1) in classrooms where democratic elements such as providing student choice, shared responsibility, shared decision-making, and deliberate opportunities for student civic participation are present, students begin to accept more responsibility for their immediate community; and (2) when the school principal makes student civic participation a high priority, democratic elements and civic participation becomes more successful. Implications for classroom teachers, educators, and further research are given. Contains 47 references. (MM)

ED 431 640 SO 029 437

Bruckerhoff, Charles; Bruckerhoff, Theresa
"We're Making History." Summative Evaluation. Capitol Region Humanities Alliance Project.
SPONS. AGENCY- Connecticut State Dept. of Education, Hartford. Bureau of Vocational-Technical Schools.
PUB DATE- 97
NOTE- 49p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Curriculum Design; Curriculum Development; Curriculum Evaluation; Educational Improvement; *History; Interdistrict Policies; *Middle Schools; Multicultural Education; Program Evaluation; Public Schools; School Community Programs; *Social Studies; Suburban Schools; Summative Evaluation; Urban Schools
IDENTIFIERS- *Connecticut

The Connecticut inter-district middle school curriculum implementation project of the Capitol Region Humanities Alliance (CRHA) is presented in this summative evaluation. The main purposes of the 1996-97 project initiative were: (1) to implement the social studies curriculum partnering activities between Hartford public middle schools and the area's suburban public middle schools; and (2) to increase students' achievement in social studies knowledge and skills and build their appreciation of studying history from a multi-cultural perspective. In general, the project realized success with the pursuit of its goals. The project's core ideas and curriculum materials were important and well-suited to state goals regarding the restructuring of middle school social studies education. Essential elements of the project expanded and deepened inter-community communication and partnerships by building strong ties between Hartford and its surrounding community. However some school administrators and teachers complained of little relationship between the project and their social studies curriculum, some materials were age

LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Childrens Literature; Class Activities; *Classroom Techniques; *Criminal Law; Fairy Tales; Intermediate Grades; *Law Related Education; *Simulation; Social Studies
IDENTIFIERS- *Three Little Pigs; *Trials

Designed for teachers, this simulation of a criminal trial addresses the workings of the trial system by using the children's story, "The Three Little Pigs." The Big Bad Wolf is put on trial for destroying the pigs' houses. By having students assume roles and use the non-scripted character profiles, the simulation allows information to be presented that has the audience wondering if the wolf is guilty or innocent. A jury of students weighs the evidence and decides on a verdict. The simulation not only teaches about the judicial system but also explores the need for rules and develops communication, cooperation, and evaluative skills. The simulation contains instructions for the teacher, a duplication and distribution guide, description of roles to be played during the trial, discussion questions, trial vocabulary words, and pre-trial student materials. (BT)

ED 431 660 SO 030 625

Indiana Social Studies Proficiency Guide: An Aid to Curriculum Development. 1996 Edition.
PUB DATE- 96
NOTE- 481p.
LANGUAGE- English
EDRS Price- MF02/PC20 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Academic Standards; Civics; *Curriculum Development; Economics; Elementary Secondary Education; Geography Instruction; History Instruction; *Public Schools; *Social Studies; State Curriculum Guides; *State Standards; Student Educational Objectives
IDENTIFIERS- *Indiana

This guide outlines the kinds of learning opportunities that should be available to Indiana students in high-quality social studies programs, but it is not intended as a prescribed curriculum. The guide defines social studies as the integrated study of the social sciences and the humanities to promote civic competence. Social studies education should provide preparation and practice for lifelong active citizenship. The guide discusses civic decision-making; describes content strands and foundation proficiencies; offers a curriculum model; outlines course descriptions and proficiency statements for grades K-8; presents high school course descriptions and proficiency statements for selected courses; offers additional course descriptions; and provides resources. To achieve the goal of responsible citizenship, students in Indiana will: (1) analyze the political ideas and practices that enable citizens to make rational choices in a democratic society; (2) assess the impact of historical events, personalities, movements, and technological developments on the present and future; (3) describe the geographical patterns and interrelationships of the major physical and cultural features on the earth's surface; (4) analyze the interaction of people and institutions in economic systems; (5) investigate nations and cultures in

Objectives; Student Research; Units of Study; *Weather
IDENTIFIERS- *Climatology; *El Nino (Ocean Current); Global Issues; Learning across the Curriculum; West Virginia

This teaching unit provides materials and information about the effects of El Nino on people, the economy, and nature around the world. It is important for students to know the impact El Nino has had on the world. The unit presents information that builds student's interest in other environmental phenomena as well. This unit offers information on societal issues such as land and property destruction and how that affects the world's population economically. This helps students learn how governments and leaders deal with these issues. Students take part in research and use resources available to gain knowledge and experience in research techniques. Sixth-grade language arts, social studies, science, and mathematics standards were taken from the instructional goals and objectives of West Virginia as guidelines addressed in the unit. (BT)

ED 431 680   SO 030 818

Smith, Fred C.; Abrahamson, Brant
Calendars and Thinking Logically.
PUB DATE- 99
NOTE- 21p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Class Activities; Instructional Effectiveness; Interdisciplinary Approach; Learning Activities; *Logical Thinking; *Numbers; Scientific Concepts; Secondary Education; Social Studies; *Thinking Skills
IDENTIFIERS- *Calendars; Number Sense

This teaching guide consists of two short lessons: (1)"Centuries and Millennia"; and (2) "Days, Weeks, Months and Years." The first lesson shows major religious and secular concerns that, in various ages, combined to produce the calendar that now indicates the beginning of "a new millennium." It is specifically designed to combat "calendar occultism," the irrational belief that mystical powers are associated with numbers. The second lesson focuses on the mathematical "messiness" of the earth's journey around the sun (and the moon's "monthly" trip around the earth). The complex interplay of physical phenomena, religion, and science is an interdisciplinary lesson. The heavily footnoted text, along with the ending "Notes for Teachers," provides the basis for verbal commentary. A multiple-choice quiz also is included. (BT)

ED 431 681   SO 030 831

Inoue, Yukiko
Will Japanese Women Ever Achieve Equality? Sex-Role Differentiations Related to Education.
PUB DATE- 99
NOTE- 6p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Comparative Analysis; *Educational Needs; Elementary Secondary Education; *Females; Foreign Countries; Higher Education; Japanese Culture; *Sex Discrimination; *Sex Role; *Social Status
IDENTIFIERS- *Gender Issues; Japan; *Japanese People

History Day"; (5) "Ideas and Materials: Teaching about Science, Technology, Invention with Historic Places"; (6) "Lesson Plan: Factories and Technology in Industrializing America"; (7) "Lesson Plan: Patents and Invention in American History"; (8) "Lesson Plan: Family History and Flight Technology"; (9) "Essay: The Scientific Revolution in Pre-Modern Europe"; and (10) "Lesson Plan: Medicine, Healing and the Body." The accompanying contest guide, written for students, contains rules that must be followed to compete in any level of the History Day competition. The guide provides an overview, rules for all categories, category rules, and criteria on how entries are evaluated. (BT)

ED 431 701 SO 030 912

Phillips, Lori
Taking a Canoe to the Moon: Comprehensive Art Education for the Pacific. PREL Briefing Paper.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 98
NOTE- 8p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Art Education; *Discipline Based Art Education; Elementary Secondary Education; Foreign Countries; *Multicultural Education
IDENTIFIERS- *Pacific Islands

This paper describes a comprehensive model for art education for the Pacific Islands that includes the study of the content of visual art, including production, history, criticism, and aesthetics. This comprehensive research-based approach can be an effective vehicle for teaching multicultural understanding. Five recommendations are: (1) consider art education programs that are comprehensive, discipline-based, and integrated into the core curriculum; (2) offer teachers inservice training opportunities in the content knowledge of art and in the comprehensive, discipline-based models for teaching art education; (3) expose children to art of their own culture to promote cultural preservation and understanding; (4) include the study of many cultures within art education programs; and (5) create an aesthetically pleasing, multicultural classroom by introducing and incorporating examples of art from around the world. Contains 5 references. (MM)

ED 431 702 SO 030 915

Guilfoil, Joanne K., Ed.; Sandler, Alan R., Ed.
Built Environment Education in Art Education.
PUB DATE- 99
NOTE- 245p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - General (020)
DESCRIPTORS- Architecture; *Art Education; *Built Environment; Elementary Secondary Education; Environmental Education; Heritage Education; Material Culture; Social Studies
IDENTIFIERS- *Environmental Design

This anthology brings the study of the built environment, its design, social and cultural functions, and the criticism

Secondary Education; *Faculty Development; Higher Education; Literacy Education; Low Rent Housing; Multicultural Education; Preservice Teacher Education; *Student Teacher Attitudes; Student Teachers; *Teacher Improvement; *Teaching Experience; Urban Schools

This paper discusses research on teacher preparation and teaching in diverse settings, using data from questionnaires about various courses and components of one teacher education program. Student teachers completed questionnaires before and after student teaching, and cooperating teachers completed them at the end of student teaching. All student teachers in the study began quite confidently in their beliefs about their education, training, and ability to teach, and their confidence grew as they taught. Supervisors expressed positive beliefs about undergraduate student teachers' general preparation to teach, but not graduate students' (with the difference being the undergraduates' extensive classroom experience). Immediately before student teaching, students with and without practicum experience had very similar thoughts about teaching, but after student teaching, undergraduates revealed different kinds of thoughts than graduate students. The researchers added questions about teaching diverse students to the survey. Both student and cooperating teachers reported not thinking or being uncertain about culturally responsive pedagogy. The student teaching experience did not change this. A newer study is looking at the attitudes of student teachers, cooperating teachers, and college students regarding a literacy practicum in a housing project, a methods course in an urban school, and student teaching in diverse schools. Data indicate that the experiences have changed attitudes from fear to recognition of students as individuals learning to read and resulted in improvements in teachers' attitudes and abilities regarding cultural diversity. (Contains 19 references.) (SM)

ED 431 719 SP 038 577

Georgia's Quality Core Curriculum. Raising Expectations. Grades K-5.
PUB DATE- 98
NOTE- 1477p.; For related documents, see SP 038 578-579.
LANGUAGE- English
EDRS Price- MF12/PC60 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Academic Achievement; Art Education; *Core Curriculum; *Curriculum Development; *Educational Quality; Elementary Education; Elementary School Mathematics; Elementary School Science; Fine Arts; Health Education; Language Arts; Mathematics Education; Minimum Competencies; Physical Education; Science Education; Social Studies
IDENTIFIERS- *Georgia

Georgia's Quality Core Curriculum (QCC) originated in 1984 with a recommendation for review every 5 years. In 1996, teachers, administrators, parents, and business leaders throughout Georgia reviewed and analyzed the existing QCC in an effort to update the curriculum, reflect technological advances, and create a more effective base for teaching. This 1999 report on Georgia's education for students in grades K-5 presents core curriculum requirements in the areas of language arts, mathematics, science, social studies, health and physical education, and fine arts (dance, music, theater, and visual arts). For each curriculum area, the report presents an introduction and a description of the revision process and revisions made for that specific area. (SM)

PUB DATE- 97
NOTE- 358p.
LANGUAGE- English
EDRS Price- MF01/PC15 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Cultural Awareness; *Cultural Pluralism; Curriculum Development; Diversity (Student); Elementary Secondary Education; Foreign Countries; Global Approach; Higher Education; *Inservice Teacher Education; International Cooperation; Leaders; Leadership Training; *Preservice Teacher Education; Student Teacher Attitudes; Teacher Educators; Teacher Empowerment; *Values Education
IDENTIFIERS- *Peace Education; *Tolerance

The overall theme of this proceedings, Teaching Tolerance for All: Education Strategies to Promote Global Peace, is discussed by addressing four main topics: (1) rethinking the school curriculum to teach the values of tolerance and peace; (2) empowering teachers and teacher educators to teach the values of tolerance and peace; (3) developing leaders to promote the values of tolerance and peace; and (4) consolidating international initiatives to foster the values of tolerance and peace. The proceedings covers opening and closing ceremony presentations; the Keynote Frank H. Klassen Lecture; five plenary addresses, four covering the four conference topics; and concurrent session papers. (SM)

ED 431 738 SP 038 603

Teacher Education in an Era of Global Change. International Yearbook on Teacher Education 1992. World Assembly of the International Council on Education for Teaching (39th, Paris, France, July 20-24, 1992).
PUB DATE- 92
NOTE- 144p.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- *Democratic Values; *Educational Change; *Educational Technology; Elementary Secondary Education; Foreign Countries; Higher Education; *Inservice Teacher Education; *International Cooperation; Partnerships in Education; *Preservice Teacher Education; Sciences
IDENTIFIERS- *Professionalization of Teaching

In this volume, the International Council on Education for Teaching (ICET) provides an updated review of current researcher-based teacher education concepts, activities, and experimentation as viewed from an international perspective. Keynote addresses, Plenary session addresses, World Assembly Communique and Recommendations, and abstracts of all papers are presented. Speakers were educators from around the world. The papers include: "Messages of Welcome from the 1992 World Assembly" (Federico Mayor and Sandra J. Klassen); opening keynote address: "Teacher Education in an Era of Global Change" (Aliu Babatunde Fafunwa); Host Keynote Address: "Teacher Education in an Era of Global Change" (Federico Mayor); and four plenary addresses on the main topics of the assembly: "The Democratization of Educational Systems and Teacher Education" (B.O. Ukeje); "The Professionalization and Status of Teacher Education and the Teaching Profession" (Colin N. Power); "The Impact and Role of Science and Technology on Educational Change" (Dean Nafziger); and "The Potential for International Cooperation and Partnerships in Education" (Paz G. Ramos). The publication also includes a summary of salient ideas, issues, and policy recommendations from the 1992 assembly and author

Learning Community in a School-Based Teacher Education Program" (Karen M. Higgins); and (12) "Communities of Reflection, Communities as Support: How the Windham Partnership Mentor Seminars Affected and Supported the Thinking of Mentor Teachers" (Carol Rodgers and Peggy Tiffany). A summary includes "Themes for Professional Development Schools: Reflections" (Edward Pajak). (SM)

ED 431 756 SP 038 623

Shaping the Profession That Shapes the Future. Speeches from the AFT/NEA Conference on Teacher Quality (Washington, D.C., September 25-27, 1998).
PUB DATE- 99
NOTE- 79p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Academic Standards; Educational Change; Educational Improvement; *Educational Quality; Elementary Secondary Education; Faculty Development; Foreign Countries; Higher Education; Mathematics Education; Preservice Teacher Education; Public Education; Science Education; *Teacher Associations; *Teacher Competencies; Teacher Improvement; Teachers; *Teaching Skills; *Unions
IDENTIFIERS- American Federation of Teachers; National Education Association; Third International Mathematics and Science Study

This publication presents papers given at a 1998 joint meeting of the American Federation of Teachers and National Education Association which focused on teacher quality. One common thread of this conference was criticism of the growing practice of granting emergency certification to unprepared or underprepared teachers. The papers address how to keep high standards and still hire enough top-quality teachers. The papers include: "Teacher Quality and Professional Unionism" (Sandra Feldman); "The Union as a Professional Lifeline" (Bob Chase); "Building a National Partnership for Teacher Quality" (Richard W. Riley); "Organizing around Quality" (Julia E. Koppich and Charles Taylor Kerchner); "Professional Development is the Job" (Anthony Alvarado); "The Implications of TIMSS for Teacher Quality" (William H. Schmidt); and " A Caring, Competent, Qualified Teacher for Every Child" (Linda Darling-Hammond). (SM)

ED 431 757 SP 038 624

Assuring Teacher Quality: It's Union Work.
PUB DATE- 99
NOTE- 26p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Academic Standards; Beginning Teacher Induction; Beginning Teachers; Educational Improvement; *Educational Quality; Elementary Secondary Education; Faculty Development; Higher Education; Peer Evaluation; Preservice Teacher Education; Public Education; Teacher Associations; *Teacher Competencies; Teacher Improvement; Teachers; *Teaching Skills; Tenure; *Unions
IDENTIFIERS- American Federation of Teachers

This publication discusses how unions work to ensure teacher quality. Section 1, "The Union Role in Assuring Teacher (elementary). (Contains 55 figures, reproducible data collection forms, and 35 references.) (SLD)

ED 431 776 TM 029 608

Barr, Mary A.; Syverson, Margaret A.
Assessing Literacy with the Learning Record: A Handbook for Teachers, Grades 6-12.
PUB DATE- 99
NOTE- 97p.; Foreword by Myra Barrs. Revised edition of "The Learning Record." For the grades K-6 guide, see TM 029 607.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Academic Standards; *Educational Assessment; Evaluation Methods; High School Students; High Schools; Junior High School Students; Junior High Schools; Learning; *Literacy; Models; Observation; Report Cards; Secondary School Teachers

The Learning Record is a framework teachers can use to translate their observations of students into a disciplined, systematic, standards-based reporting process. This guide offers all the information necessary to use the Learning Record in the upper grades. The chapters are: (1) "Documenting Prior Experience"; (2) "Documenting Student Learning"; (3) "Reflecting on the Year's Work"; (4) "Classroom Organization and Management"; and (5) "Professional Development." Five appendixes contain the reading and writing scales, a discussion of English language learning, a School Performance scale, the Learning Record (for secondary schools), and a discussion of student data collection. (Contains 46 figures, reproducible data collection forms, and 32 references.) (SLD)

ED 431 777 TM 029 609

Hansen, Jane
When Learners Evaluate.
PUB DATE- 98
NOTE- 170p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Curriculum Development; *Educational Assessment; Educational Environment; Elementary Secondary Education; *Evaluation Methods; Self Evaluation (Groups); *Self Evaluation (Individuals); Student Evaluation

How to implement self-evaluation in classrooms is outlined. The book describes curricula in which students have a strong voice in evaluating, planning, and documenting their work. The chapters are: (1) "Students Evaluate Their Schoolwork"; (2) "Students Evaluate Their Out-of-School Lives"; (3) "Students Evaluate School"; (4) "Looking Back: Students Recognize Their Value in Their Schoolwork"; (5) "Monitoring the Present: Self-Evaluation Questions Keep Students' Focus on What They Can Do"; (6) "Looking Ahead: A Self-Evaluation Process Affects Learners' Lives"; (7) "Students Set Goals"; (8) "Learners Value Connections with Their Lives"; (9) "Learners Value New Information"; (10) "Learners Value New Skills"; (11) "A Continuum To Promote Writers' Growth"; (12) "Quarterly

Unit implementation and student performance scores were highly consistent across scorers and units. Teacher feedback scores were less reliable, but show potential for use. Inferences about unit implementation using the journals were justified, and inferences about student performance were also encouraging. These results reveal the potential usefulness of assessment through student science journals. (Contains 8 tables, 2 figures, and 16 references.) (SLD)

ED 431 797 TM 029 883

Davey, Tim; Pommerich, Mary; Thompson, Tony D.
Pretesting alongside an Operational CAT.
PUB DATE- 99
NOTE- 22p.; Paper presented at the Annual Meeting of the National Council on Measurement in Education (Montreal, Quebec, Canada, April 20-22, 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Adaptive Testing; *Computer Assisted Testing; Item Banks; Measurement Techniques; Prediction; *Pretests Posttests; Simulation; Test Construction; *Test Items; Test Length; Testing Problems
IDENTIFIERS- *Embedded Items

In computerized adaptive testing (CAT), new or experimental items are frequently administered alongside operational tests to gather the pretest data needed to replenish and replace item pools. The two basic strategies used to combine pretest and operational items are embedding and appending. Variable-length CATs are preferred because of the control they give test developers over what is measured and the precision of that measurement. When variable-length testing and embedded items are combined, problems arise because of the difficulty of distributing pretest items evenly across tests of unknown length. Simulation studies focused on the procedures for making the necessary adjustments and prediction of test length and the impact of these procedures on operational testing. Accurate prediction was found to be possible provided prediction begins only after at least five items have been administered. Predictions also improve with increasing test length. Very simple regression models proved both effective and highly stable in cross validation. (Contains 1 table, 5 figures, and 14 references.) (SLD)

ED 431 798 TM 029 884

Costello, Ronald W.
Using Standardized Testing Results To Establish Standards for the Improvement of Student Academic Performance in Indiana.
PUB DATE- 99
NOTE- 10p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Academic Achievement; *Academic Standards; Achievement Tests; Comparative Analysis; Educational Improvement; Elementary Secondary Education; Performance Factors; *Standardized Tests; *Test Results; Test Use
IDENTIFIERS- *Indiana

The annual student performance information released in Indiana reports information on many different criteria and treats the tasks. The chapters are: (1) "Classroom Use of Performance Assessment"; (2) "Why Performance Assessment?"; (3) "Making an Evaluation Plan"; (4) "Evaluating Complex Performance"; (5) "Creating a Performance Task"; (6) "Creating a Rubric"; (7) "Adapting Existing Performance Tasks and Rubrics"; and (8) "Primary School Mathematics Performance Tasks." An appendix contains student handouts. (SLD)

ED 431 819 TM 029 975

Matter, M. Kevin
Strategies for Improving the Process of Educational Assessment. ERIC/AE Digest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 99
NOTE- 4p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- *Communication (Thought Transfer); *Coordination; *Educational Assessment; Educational Planning; *Educational Testing; Incentives; Test Use; *Testing Problems
IDENTIFIERS- ERIC Digests; *Test Directors

This digest presents seven strategies that an assessment director may use to improve test administration practices. These strategies highlight clear communication, the responsibility of the Building Test Coordinator, and rewarding and reinforcing quality. The strategies are: (1) focusing on communication; (2) designating a building test coordinator; (3) meeting with all building test coordinators; (4) designing processes to reward quality; (5) using "quality" techniques; (6) designing goals, processes, and procedures with information, responsiveness, teamwork, standards, and other quality aspects in mind; and (7) working for continual improvement in processes. (SLD)

ED 431 820 TM 030 000

Glass, Gene V., Ed.
Education Policy Analysis Archives, 1999.
PUB DATE- 99
NOTE- 525p.; "Education Policy Analysis Archives" is an electronic-only journal (see http://epaa.asu.edu/epaa) covered on an article-by-article basis in "Current Index to Journals in Education" (CIJE). For the 17 English-language articles in this volume, see TM 521 898-914 (in CIJE).
LANGUAGE- English
EDRS Price- MF02/PC21 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- *Academic Achievement; Academic Standards; Charter Schools; Computer Uses in Education; Educational Administration; *Educational Policy; Educational Research; *Elementary Secondary Education; Foreign Countries; *Higher Education; Home Schooling; Internet; *Professional Development
IDENTIFIERS- South Korea

This document consists of downloaded copies of the 20 English-language and 3 Spanish language papers published in the electronic journal "Educational Policy Analysis Archives" during 1999: (1) "Ethnic Segregation in Arizona Charter Schools" (Casey D. Cobb and Gene V. Glass); (2) "Educational Research in Latin America: A Response to Akkari and Perez" (Mariano Narodowski); (3) "Effects on Students of a 4 X 4

ED 431 840 UD 033 002

Fager, Jennifer
Tutoring: Strategies for Successful Learning. By Request Series.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 96
NOTE- 43p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Academic Achievement; Disadvantaged Youth; Elementary Secondary Education; Program Descriptions; Program Development; *Tutoring; *Tutors

This booklet is part of a series of reports on "hot topics" in education. When educators build on informal tutoring processes and create organized processes of tutoring, it can become a powerful tool for learning, whether it is peer tutoring, cross-age tutoring, or parent/volunteer tutoring. Tutoring benefits students, who receive individual instruction tailored to the skills they need to master. It benefits tutors, who have an increased sense of pride, accomplishment, and self-esteem and may develop increased academic mastery themselves. Tutoring can also benefit teachers, who have more time for monitoring the individual student. Seven successful tutoring programs from the northwestern United States, most of which are in urban areas, are described. Suggestions are offered for implementing a program and training the tutors, and some potential pitfalls to avoid in establishing a tutoring program are outlined. (Contains 12 references.) (SLD)

ED 431 841 UD 033 003

Fager, Jennifer
Scheduling Alternatives: Options for Student Success. By Request Series.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 97
NOTE- 48p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Academic Achievement; *Alternate Day Schedules; *Block Scheduling; Educational Change; Elementary Secondary Education; *Extended School Day; Program Descriptions; Time Factors (Learning); *Year Round Schools

This booklet is part of a series of reports on "hot topics" in education. It explores alternative school schedules as ways to make education be the best it can for all students. Block scheduling, 4-day school weeks, and year-round education are alternative scheduling methods that generate interest in schools in the northwestern United States and around the country. The data that would reinforce claims of the effectiveness of these schedule changes is relatively inconclusive at this time, but many districts that are adopting these new schedules are finding many advantages. Benefits, concerns, and implementation issues are outlined for each of these approaches to nontraditional school schedules. The alternative schedules of seven schools in the northwestern United States are described. (Contains 31 references.) (SLD)

challenges of communicating effectively with Hispanic/Latino audiences. It is important that any communication programs and materials designed for Hispanic and Latino audiences with substance abuse problem prevention messages be based on proven health communication principles, reflect and respond to cultural diversity, and attain cultural competence. The following steps should be taken: (1) research the problem; (2) define the audience; (3) develop a relevant message; (4) draw on lessons learned from national programs; (5) determine the form materials should take; (6) use appropriate language; (7) plan ways to put the materials into the community; and (7) evaluate the effectiveness of messages and materials. (Contains 20 references.) (SLD)

ED 431 862   UD 033 029

Ryan, James
Inclusive Leadership for Ethnically Diverse Schools: Initiating and Sustaining Dialogue.
PUB DATE- 99
NOTE- 29p.; Paper presented at the Annual Meeting of the American Educational Research Association (Montreal, Quebec, Canada, April 19-23 1999).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Administrator Role; *Administrators; *Cultural Awareness; Dialogs (Language); Diversity (Student); Elementary Secondary Education; Ethnicity; *Inclusive Schools; Multicultural Education; Racial Differences

This article explores the measures that administrators take, and can take, to promote inclusive practice in racially/ethnically diverse schools. It describes a study that examined how administrators initiate and sustain dialogue with their various school constituencies. Interviews were conducted with 35 administrators, most of whom were principals, and most of whom were from one large school district. Responses suggest that the principal's role, important in any school, is even more important in culturally diverse schools. Many of the principals interviewed believed that engaging in dialogue with all those associated with the school is important in diverse environments. Key elements of the dialogical relationship were identified as establishing connections with, listening to, learning from, and educating others. Principals in the study mentioned a number of techniques that they used to encourage dialogue, emphasizing attentive listening. Dialogue was seen to be a powerful vehicle for promoting the inclusion of diverse perspectives, views, values, and knowledge in the day-to-day operation of schools. (Contains 44 references.) (SLD)

ED 431 863   UD 033 030

Lawrence, Donnie A.
Who's Minding the Children: Juvenile Violence in the United States & What School Leaders Can Do about It.
PUB DATE- 99
NOTE- 31p.; Paper presented at the Annual Meeting of the American Educational Research Association (Montreal, Quebec, Canada, April 19-23, 1999).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Speeches, Conference Papers, "Papers Presented at..."

The Relations among Home-Literacy Factors, Language and Early-Literacy Skills, and Reading Acquisition.
SPONS. AGENCY- Social Sciences and Humanities Research Council of Canada, Ottawa (Ontario).; Carleton Univ., Ottawa (Ontario).
PUB DATE- 99
NOTE- 17p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (Albuquerque, NM, April 15-18, 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Elementary School Students; *Emergent Literacy; Family Environment; Foreign Countries; Language Skills; Longitudinal Studies; *Parent Influence; *Parents as Teachers; Primary Education; Reading Achievement; Reading Skills; *Story Reading; Theories; Writing Achievement; Writing Skills

Researchers, parents, and teachers have suggested that the home environment is a likely source of experiences that can enhance the development of oral language and early literacy skills. This longitudinal study examined relations among home literacy factors, subsequent language and early literacy skills, and reading acquisition. Assessments included measures of vocabulary, listening comprehension, phonological awareness, alphabet knowledge, emergent spelling, single word reading, and standardized reading achievement, as well as parent questionnaires. A theoretically-based model of the relations among home literacy factors, early oral language/literacy skills, and end of Grade 1 reading was tested with data from the first cohort of children tested. The fit of the model was examined with data from the second cohort tested. The model hypothesized that home literacy experiences directly affect language and early literacy skills. The study found that parents' knowledge of children's literature was related to children's oral language skills, and the amount of teaching about reading and writing reported by parents was related to children's acquisition of early literacy skills. The impact of home literacy factors was mediated through language and early-literacy skills in that storybook reading and parent teaching did not predict significant unique variance in reading at the end of Grade 1. The findings support a distinction between storybook reading and parent teaching, with different links to early skills and, ultimately, to reading acquisition. (Contains 27 references.) (Author/KB)

ED 431 558 PS 027 772

Scofield, Richard T., Ed.
School-Age NOTES, 1999.
PUB DATE- 99
NOTE- 98p.; For volume 18, see ED 424 954.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- *After School Education; *After School Programs; Attention Deficit Disorders; Credentials; Discipline; Discipline Policy; Elementary Education; *Elementary School Students; Enrichment Activities; Job Training; Labor Turnover; Newsletters; Parent School Relationship; Prevention; *School Age Day Care; Student Attitudes; Student Transportation; Summer Programs; Violence

This document is comprised of the 12 monthly issues of a newsletter providing support and information for providers of child care for school-age children. The featured articles for the Talk: 'Tracking' Team Performance" (Scout Cloud Lee, Jan Summers, Carol Ann Washburn); and (20) "Who Is Least Likely To Visit Natural Areas and Participate in Outdoor Experiential Education Programs; What Are the Barriers; and How Can Barriers Be Broken?" (Patrick T. Tierney, Rene Dahl). Most entries contain references. Appendices include experiential activities to highlight team strategies, strategies for addressing diversity issues related to risk management, and instructions for constructing a nature journal. (SV)

ED 431 576 RC 022 023

Mitten, Denise

Adventure Programming and Facilitating When You Don't Know Your Participant Is a Survivor of Sexual Abuse.

PUB DATE- 98

NOTE- 4p.; In: Selected Monographs from the Association for Experiential Education International Conference (26th, Incline Village, Nevada, November 5-9, 1998); see RC 022 022.

LANGUAGE- English

EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Adjustment (to Environment); *Adventure Education; *Affective Behavior; Anxiety; Fear; Group Dynamics; *Outdoor Leadership; *Psychological Patterns; Resistance (Psychology); *Sexual Abuse; *Victims of Crime

IDENTIFIERS- Long Term Effects; *Sexual Abuse Survivors

Survivors of sexual abuse are likely to be among the participants of many adventure and experiential programs. This paper aims to increase outdoor leaders' understanding of the possible reactions of survivors to adventure experiences and related group interactions. Long-term effects of sexual violence are pervasive and may be triggered by the unusual experiences in adventure programs. These effects include flashbacks of emotions or physical sensations of abuse; dissociation of mind, body, and spirit; feelings of loss of control; anger, turned inward or outward; shame; lack of trust; and difficulties with personal boundaries. Participants may be limited in their ability to withdraw from activities. Corporate and school groups may require 100 percent participation. Adolescent girls, in particular, may be reluctant to speak up about their discomfort, and instead, may try to influence the group to withdraw. Challenge is something of a "sacred cow" in experiential education; some rethinking should be done about providing true "challenge by choice" and about the nature of success in challenge activities. Practical suggestions are offered in relation to the extent of touching during initiatives, the importance of cleanliness to survivors, feelings of lack of control due to environmental elements such as weather or insects, nudity, and sleeping arrangements. Contains 14 references. (SV)

ED 431 577 RC 022 024

Lindblade, Tom

A Case for International Education in AEE and Some Suggestions for How To Get Started.

PUB DATE- 98

NOTE- 4p.; In: Selected Monographs from the Association for Experiential Education International Conference (26th, Incline

489. CS-ROM and poster not available from ERIC.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Non-print Media (100)
DESCRIPTORS- *Astronomy; Elementary Education; Gravity (Physics); *Integrated Activities; Light; Physics; Radiation; Science Instruction; Scientific Concepts; Space Exploration; *Space Sciences; Stars; Technology
IDENTIFIERS- *Black Holes

The information provided in this booklet is meant to give the necessary background information so that the science of black holes can be taught confidently to secondary students. The featured activities can be used to engage and excite students about the topic of black holes in different disciplines and in a number of ways. Activities include: (1) Model a Black Hole; (2) Tin Foil, Balloons, and Black Holes; (3) Gravity Is as Gravity Does; (4) Testing Einstein 101; (5) Crossing the Event Horizon; (6) How Much Do You Know?; (7) Inevitable Mathematics; and (8) So, You Want to Be a Black Hole? A poster and a CD-ROM accompany this guide. (WRM)

ED 431 597 SE 062 522

Mashhadi, Azam; Woolnough, Brian
Students' Conceptions of the "Reality Status" of Electrons.
PUB DATE- 98
NOTE- 16p.; Paper presented at the Annual Meeting of the Singapore Educational Research Association (1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Atomic Structure; Atomic Theory; Chemistry; Concept Formation; Epistemology; Foreign Countries; Matter; *Misconceptions; Physics; Science Instruction; *Scientific Concepts; Scientific Principles; Secondary Education
IDENTIFIERS- *Electrons; Ontology

Science has many explanatory concepts that have been proposed to account for the observable features of things. Such explanatory concepts often have associated with them hidden or unseen "theoretical entities." The electron is a key concept in understanding phenomena described by science. The question arises, however, as to how students make sense of such an unobservable theoretical entity. In incorporating such a concept into their overall cognitive structure, students have to address a number of questions. The implications of quantum theory for the common sense notion of an object illustrate the difficulties in using analogies taken from ordinary experience to "explain" the subatomic world. Following a review of previous research, this paper presents a study that investigated students' understanding of the "reality" of an electron as a quantum entity. Over the last 20 years there has been considerable research interest in students' perceptions of phenomena in such areas as energy, motion, the particulate nature of matter, electricity, and light; however, 90 years after the genesis of quantum physics, significant research on students' understanding of such revolutionary phenomena is only beginning to emerge. Results indicate that at the level of both ontology and epistemology students' responses appear to be predominantly Realist. The complimentary self-consistency of the findings from each of the studies also indicates that the various students' conceptions of the ontology and epistemology developed to provide hands-on experiences in science and math in the context of an International Space Station. The lesson plans are written to be used with K-5 students in groups of two to four people in a lab-type activity. The contents of this guide include: (1) an introduction to the National Aeronautics and Space Administration (NASA) and the United States Space Station Program; (2) a diagram of the Space Station configuration; (3) Space Station Identification (Lesson 1); (4) Space Station Habitat and Laboratory (Lesson 2); (5) Outfitted for Space Work (Lesson 3); (6) Water Conservation on Space Station (Lesson 4); (7) Space Station Math (Lesson 5); and (8) an answer booklet. (WRM)

ED 431 618 SE 062 644

Science Framework for the 1996 and 2000 National Assessment of Educational Progress. NAEP Science Consensus Project.
SPONS. AGENCY- National Assessment Governing Board, Washington, DC.
PUB DATE- 99
NOTE- 100p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Academic Achievement; Educational Assessment; Elementary Secondary Education; National Competency Tests; Science Curriculum; Science Education; *Science Process Skills; *Scientific Concepts; *Scientific Principles; *Test Construction; Test Items
IDENTIFIERS- *National Assessment of Educational Progress; *Science Achievement

This document presents the framework and rationale for assessing the science achievement of students throughout the United States in 1996 and 2000. A general overview of the National Assessment of Educational Progress (NAEP) and the NAEP Science Framework adopted by the National Assessment Governing Board (NAGB) is provided. The process by which the framework was developed is also reviewed. (WRM)

ED 431 619 SE 062 645

Hays, Irene de la Bretonne
Toward an Essential Ethic for Teaching Science in the New Millennium.
PUB DATE- 97
NOTE- 217p.; Ed.D. Dissertation, Seattle University.
LANGUAGE- English
EDRS Price- MF01/PC09 Plus Postage.
PUB TYPE- Dissertations/Theses - Doctoral Dissertations (041)
DESCRIPTORS- *Authors; Elementary Secondary Education; Environmental Education; Science and Society; *Science Instruction; *Scientific Attitudes; Scientific Enterprise; *Scientific Principles; *Scientists; Values; World Views

The purpose of this study was to identify and explore values and views that might underlie an essential ethic for teaching science in the new millennium. With such an ethic, teachers may be better able to prepare young people to form and fully participate in communities that restore and sustain Earth. Reviewed in the literature for this study were changing philosophies and theories from early indigenous cultures to the present on the nature of nature, the value of nature, and the human relationship with nature. These philosophies and theories were found to influence values that today underlie the work inappropriate, and objectives were not sufficiently grounded in the state frameworks. The CRHA management and leadership were also criticized. It is recommended that the project continue, but it should adopt a more effective design for implementation and curriculum development. (MM)

ED 431 641   SO 029 629

West, Jean M., Ed.
Child Labor in America. Teaching with Primary Sources Series. Volume 3.
PUB DATE- 96
NOTE- 104p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Child Labor; Class Activities; Intermediate Grades; *Labor Conditions; Labor Legislation; Labor Problems; Learning Activities; *Primary Sources; Secondary Education; *Social Studies; Thematic Approach; Thinking Skills; *United States History; Units of Study
IDENTIFIERS- *Exploitation; *Labor History

Child labor in the United States is the focus of this unit of study for grades 5 and up. This unit contains four elements: (1) a list of documents with their specific archival reference numbers and a brief synopsis of their historical significance to the unit's theme; (2) a set of reproductions of documents; (3) 13 separate classroom activities; and (4) an issue of "Cobblestone" magazine related to the subject matter of this study. The unit develops students' knowledge of social studies content and introduces them to historical documents. The approach advances higher-level thinking and allows students to experience and practice the following skills: collecting, organizing, interpreting, and weighing the significance of factual evidence to achieve a systematic analysis of documents; comparing evidence from different sources; identifying factual information and separating it from opinion; identifying points of view and biases; and developing defensible inferences, conclusions, and generalizations from factual evidence. A list of additional diverse resources for both students and teachers concludes the unit. (BT)

ED 431 642   SO 029 630

West, Jean M., Ed.
The American Frontier (1785-1861). Teaching with Primary Sources Series. Volume 4.
PUB DATE- 96
NOTE- 126p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Intermediate Grades; Land Settlement; *Migration; *Primary Sources; Secondary Education; *Social Studies; Thematic Approach; Thinking Skills; *Travel; *United States History; Units of Study
IDENTIFIERS- Exploration; Frontier Communities; *Frontier History; *Westward Movement (United States)

terms of their diversity, commonalities, and interrelationships; (6) examine the patterns of individual and group behavior; (7) analyze issues and events and hypothesize about their impact upon the present and future; (8) draw conclusions and make decisions based on relevant data derived from a variety of resources and media; and (9) develop a reasoned commitment to the civic values needed to function responsibly in a democratic society. (BT)

ED 431 661 SO 030 637

Tolo, Kenneth W.
An Assessment of "We the People...Project Citizen": Promoting Citizenship in Classrooms and Communities. A Report by the Policy Research Project on "An Assessment of Project Citizen." Policy Research Project Report Number 129.
PUB DATE- 98
NOTE- 318p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Citizenship; *Citizenship Education; *Democracy; Formative Evaluation; Law Related Education; Middle Schools; Program Evaluation; Social Studies
IDENTIFIERS- Implementation Analysis; *We the People Project Citizen

Civic education seeks to engage students in their communities by teaching them the necessary skills to effectively participate in society. The middle school years are a crucial time for the development of civic roles and responsibilities. The report documents "We the People...Project Citizen," a national civic education program for middle school students developed by the Center for Civic Education (CCE) in collaboration with the National Conference of State Legislatures (NCSL). It states that "Project Citizen" implementation began during the 1995-96 school year, and that in just 3 years, it has blossomed into a national program with state coordinators in 45 states. The report provides background information about civic education and "Project Citizen" and sets the national context. Seven key areas of "Project Citizen" implementation are examined and recommendations are offered for getting the maximum out of implementation efforts in each of these areas. Overarching and long-term recommendations for building a strong framework to solidify and expand the use of "Project Citizen" nationally are presented. Includes extensive tables of data. Appendixes contain "Project Citizen" state summaries, a state coordinator contact list, an evaluation plan, a state coordinator survey (November 1997), a state coordinator survey, a teacher survey (January 1998), a student survey (January 1998), and sample "Project Citizen" letters. (BT)

ED 431 662 SO 030 645

Beardsley, Donna A.
Art and the Western Experience: A Source of Information for American History Classes.
PUB DATE- 96
NOTE- 16p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reference Materials - Bibliographies (131)

Controversy exists concerning whether or not sex discrimination is the norm in Japan and what will happen with the status of Japanese women. One U.S. scholar was surprised after talking to female students at a Japanese college that only a few of them had a view of their future. It is fair to say that Japanese women are not taught to become independent at any educational level. In a 1991 questionnaire, focusing on the educational and occupational aspirations of Japanese women, in which 738 female students of 4-year universities participated, 628 of them responded that they were willing to quit full-time jobs to stay at home when they married or had a first child. Japanese women today are still waiting for something external to change their lives, resulting in their fear of independence. Just as women comprise the majority of students in U.S. colleges and universities, the number of female students in Japanese higher education is increasing. It seems clear, however, that U.S. women are more career oriented, whereas Japanese women are home oriented. Japan's Equal Opportunity Employment Law, which only came into force in 1986, has not yet had a great effect on working women's situations. Preschool teachers should commit themselves to teach in a nonsexist way because of their profound influence in molding a young child's values. The final analysis states that equality will be possible in Japan if both men and women realize that by working together, both at home and at work, a better way of life will be achieved. (BT)

ED 431 682 SO 030 833

Stearns, Roz Estes
Comparative Studies in Education.
PUB DATE- 98
NOTE- 11p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Comparative Analysis; *Comparative Education; Educational Benefits; Elementary Secondary Education; Foreign Countries; Higher Education; Research Methodology; *Scholarship
IDENTIFIERS- *Comparison Process; Research Trends

Comparative education has evolved from localized settings into international or global views. History, politics, sociology, and literature all become involved when comparisons of education are discussed. Almost all forms of research use comparisons in their framework. It was found that many of the comparisons have been too narrow in scope with information developed from single-level approaches. Research has moved from single-level approach into multilevel, at a slower pace and with resistance from the research and education communities. There is a need for multilevel comparisons giving researchers a broader approach than single-level comparisons. There are distinct benefits resulting from utilization of this more comprehensive comparison approach. Information gained from cross-national comparisons by specialists in fields other than education provides data showing diversity among various levels. Three objectives could be met to benefit students: (1) increased access in poor and minority areas to achieve universal education; (2) enhanced quality in all levels of education; and (3) improved efficiency in education by improvement of education management at multiple levels. Contains 19 references. (Author/BT)

ED 431 683 SO 030 836

Student Sampler: Facts in Brief on North Carolina.

thereof into focus. Following a preface and introduction, 22 essays are organized in three parts. Part 1 includes: (1) "Landscape Art and the Role of the Natural Environment in Built Environment Education" (Heather Anderson); (2) "Mapping a Sense of Place: A Contextualized Approach to Designed Environments" (Laurie E. Hicks, Roger J. H. King); (3) "Kevin Lynch and Others: Implications for Built Environment Education" (Paul Langdon); (4) "Environmental Design Education in Community Contexts" (Ronald W. Neperud); (5) "Valuing and Conserving Our Built Environment" (Georgianna Short, Mary Erickson, Scott K. Cunliffe); (6) "Aesthetics of Place and the Anasazi World View" (Harriet Walker); (7) "Personal Space and Public Place: Architecture and Narrative in Built Environment Education" (Laura K. Guinan); (8) "Lessons of the Prairie School" (Rick Knivsland); and (9) "Gendered Spaces: Architecture, Feminism, and Art Education" (Yvonne Gaudelius; Laura K. Guinan). Part 2 includes: (10) "Architecture as Pedagogy" (David W. Orr); (11) "Educating for Sustainability: Letters from an Alum" (Charles W. Rusch); (12) "User Group Participation in Design Education and the Built Environment" (Anne Taylor); and (13) "The Physical Environment of Art Classrooms: A Context for Expression and Response" (Frank D. Susi). Part 3 includes: (14) "A Place in the World: Adults' Memories of Childhood's Special Places" (David Sobel); (15) "Block Building: Architecture in Early Childhood Art Education" (Suzanne Kolodziej); (16) "Children as Architects" (George Szekely); (17) "Going 'Home': Finding Our Roots in Late 19th and Early 20th Century Architecture" (Barbara Ann Francis); (18) "Art and the Built Environment: A Framework for School Programs" (Eileen Adams); (19) "Curriculum Evaluation: One Approach for Assessing Built Environment Education in the Classroom" (Ginny W. Graves); (20) "Art and the Built Environment: Strategies for Sustainable Creativity" (Stuart MacDonald); (21) "Universal Design in Art Education: Principles, Pedagogical Implications, and Resources" (Doug Blandy); and (22) "A Feminist Perspective of Built Environment Education: History, Critique, and Resource" (Hinda Hanrietta Avery). Most papers contain references. (MM)

ED 431 703   SO 030 939

Cronin, Patricia H., Ed.
Character Development in the Catholic School.
PUB DATE- 99
NOTE- 80p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Collected Works - General (020),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Administrator Role; *Catholic Educators; *Catholic Schools; Elementary Secondary Education; Ethics; Higher Education; Parent Role; Private Education; *Religious Education; Teacher Role
IDENTIFIERS- *Character Development; *Character Education

This collection of essays addresses the particular qualities of character education in Catholic schools. The focus of the essays is on developing Christian character in students and the envisionment of the Catholic school graduate as a Christ-like person. Specific suggestions are made for early childhood, middle school, and secondary school teachers. The eight essays are as follows: (1) "Character Development in the Catholic School" (Patricia H. Cronin); (2) "Character Education and Our Children" (Mary Sherman); (3) "The Gift of Love...The Heart of Virtue" (Mary Carol Gentile); (4) "Character Education: Reflections from a High School Principal" (John Hoffman); (5)

ED 431 720 SP 038 578

Georgia's Quality Core Curriculum. Raising Expectations. Grades 6-8.
PUB DATE- 98
NOTE- 901p.; For related documents, see SP 038 577 and SP 038 579.
LANGUAGE- English
EDRS Price- MF06/PC37 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Academic Achievement; Art Education; *Core Curriculum; *Curriculum Development; *Educational Quality; Elementary School Mathematics; Elementary School Science; Fine Arts; Health Education; Intermediate Grades; Junior High Schools; Language Arts; Mathematics Education; Minimum Competencies; Physical Education; Science Education; Secondary School Mathematics; Secondary School Science; Social Studies
IDENTIFIERS- *Georgia

Georgia's Quality Core Curriculum (QCC) originated in 1984 with a recommendation for review every 5 years. In 1996, teachers, administrators, parents, and business leaders throughout Georgia reviewed and analyzed the existing QCC in an effort to update the curriculum, reflect technological advances, and create a more effective base for teaching. This 1999 report on Georgia's education for students in grades 6-8 presents core curriculum requirements in the areas of language arts, mathematics, science, social studies, health and physical education, fine arts (dance, music, theater, and visual arts), technology/career education; and agriculture education. For each curriculum area, the report presents at introduction and a description of the revision process and revisions made for that specific area. (SM)

ED 431 721 SP 038 579

Georgia's Quality Core Curriculum. Raising Expectations. Grades 9-12.
PUB DATE- 98
NOTE- 1306p.; For related document, see SP 038 577-578.
LANGUAGE- English
EDRS Price- MF10/PC53 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Academic Achievement; Art Education; *Core Curriculum; *Curriculum Development; *Educational Quality; Fine Arts; Health Education; High Schools; Language Arts; Mathematics Education; Minimum Competencies; Physical Education; Science Education; Secondary School Mathematics; Secondary School Science; Social Studies
IDENTIFIERS- *Georgia

Georgia's Quality Core Curriculum (QCC) originated in 1984 with a recommendation for review every 5 years. In 1996, teachers, administrators, parents, and business leaders throughout Georgia reviewed and analyzed the existing QCC in an effort to update the curriculum, reflect technological advances, and create a more effective base for teaching. This 1999 report on Georgia's education for students in grades 9-12 presents core curriculum requirements in the areas of language arts, mathematics, science, social studies, foreign languages, health and physical education, fine arts (dance, music, theater, and visual arts), technology/career education, and agriculture education. For each curriculum area, the report presents at introduction and a description of the revision process and

indexes. (SM)

ED 431 739 SP 038 604

Supon, Viola
Weaving the Multiple Intelligences into Rubric Design.
PUB DATE- 99
NOTE- 19p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Evaluation Methods; High School Students; High Schools; Intelligence Differences; Middle School Students; Middle Schools; *Multiple Intelligences; *Student Evaluation; Students
IDENTIFIERS- *Scoring Rubrics

This article explains the use of the multiple intelligences theory and rubric design to assess student learning. A rubric is a series of narrative statements describing the levels of quality of a product or a performance. The article discusses how these assessment tools can be used in K-12 classrooms and notes ways to assess quality results by developing teacher-generated rubrics. When middle-school and high-school teachers weave the multiple intelligences into a rubric design, they provide opportunities that can lead to challenging and rewarding means of assessing student performance. For the development of multiple intelligences rubrics, teachers should recognize the defined concerns, the deliberate practices they need to employ, the options for instructional enhancement, and the cyclical dimensions of how instruction, curriculum, and assessment are connected. An example of a rubric on constructing a mathematical mobile in 9th-grade geometry is included to show how this assessment technique, when woven with the different intelligences, can meet varying students' abilities. (Contains 22 references.) (SM)

ED 431 740 SP 038 605

Elliott, Anne; Dworet, Don; Harris, Brigitte
Teacher Pre-Service Preparation: Does Twice the Time Make Better Beginning Teachers?
PUB DATE- 99
NOTE- 28p.; Paper presented at the Annual Meeting of the American Educational Research Association (Montreal, Quebec, Canada, April 19-23, 1999).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Beginning Teachers; Elementary Secondary Education; Foreign Countries; Higher Education; Mentors; Practicums; *Preservice Teacher Education; Program Evaluation; *Self Esteem; Student Teachers; Teacher Attitudes; *Teacher Competencies; Teaching Skills
IDENTIFIERS- Brock University (Canada); *Extended Degree Programs

Brock University's (Ontario) Faculty of Education developed and conducted two pilot programs that extended teacher education over 2 academic years. This paper reports the results of a study that followed graduate teachers of the extended preparation program into their first professional year. The study explored participants' perceptions of their confidence

Quality" presents the American Federation of Teachers convention resolution adopted on July 19, 1998. It explains the context of teacher quality; the teacher development continuum and the need for change (preservice preparation, entry-level standards, induction programs and the granting of tenure, and continuing professional development); and the union role in ensuring teacher quality (preservice programs, hiring practices, peer assistance and peer review, and tenure and quality). Section 2, "Questions and Answers," examines the teacher quality issue that the union seeks to address, whose responsibility it is to improve teaching quality, policies or programs to improve teaching, who should provide assistance to new or floundering teachers, the effect of peer review programs, entry-level standards for teachers, and the role of tenure laws in ensuring teacher quality. Section 3, "Background Information," presents a teacher quality manifesto taken from a speech by the president of the American Federation of Teachers (AFT) at the 1998 convention. Section 4, "Background Reading," offers suggestions on general reading materials and AFT reading materials. (SM)

ED 431 758   SP 038 626

Cowley, Kimberly S.
A Study of Teacher Efficacy and Professional Learning Community in Quest Schools. Revised Version.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 99
NOTE- 55p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Educational Change; *Educational Improvement; Elementary Secondary Education; Organizational Effectiveness; School Culture; *Self Efficacy; Teacher Attitudes; Teachers; Test Reliability
IDENTIFIERS- *Appalachia Educational Laboratory WV; *Learning Communities

This report discusses the administration of two instruments to faculty at 19 schools involved in the Appalachia Educational Laboratory's Quest project, which helps schools with educational reform efforts and challenges norms embedded in traditional school cultures. This study examined several constructs, including teacher efficacy, professional learning community, and organizational efficacy, exploring the characteristics of and interrelationships between Hord's "School Professional Staff as Learning Community" survey and Guskey's "Teaching Questionnaire" survey at the 19 schools. School staff were introduced to the surveys during the "Quest Inquiry into Improvement" conference, then a contact person at each school received survey packets for distribution to faculty members. Completed surveys were returned by March 1998. Of 850 surveys mailed, 624 usable forms were returned. Data analysis indicated that the amount of variation among teachers' views on internal and external efficacy and professional learning communities was fairly consistent both within and across schools. Elementary teachers were more similar than high school teachers in their views regarding professional learning communities. High school teachers felt less efficacious and less part of a professional learning community than did elementary teachers. There was low correlation between professional learning community and teacher efficacy scores. Demographic variables contributed little to the variance of

Evaluation Systems Help Students Remain Committed to Their Work"; (13) "Classroom Management"; (14) "The Classroom Milieu Underscores Evaluation"; and (15) "Students Find Value in Their Work." Each chapter contains references. (SLD)

ED 431 778   TM 029 611

Harrington, Helen L.; Meisels, Samuel J.; McMahon, Patricia; Dichtelmiller, Margo L.; Jablon, Judy R.
Observing, Documenting, and Assessing Learning. The Work Sampling System Handbook for Teacher Educators.
PUB DATE- 97
NOTE- 250p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Educational Assessment; Elementary Education; Evaluation Methods; *Observation; *Performance Based Assessment; Preschool Education; *Student Evaluation; *Teacher Education; Teacher Educators
IDENTIFIERS- *Work Sampling System (Meisels)

The Work Sampling System is a performance assessment system that is used in preschool through fifth grade to document and assess children's skills, knowledge, behavior, and accomplishments across curriculum areas. This handbook for teacher educators explains the use of the Work Sampling System. The chapters are: (1) "The Work Sampling System and Teacher Preparation"; (2) "Observing Learners and Learning"; (3) "Documenting Meaningful Learning"; and (4) "Assessing Learning." Seven appendixes contain a glossary, supplemental information about the Work Sampling System, and student assignments. (SLD)

ED 431 779   TM 029 613

Dichtelmiller, Margo L.; Jablon, Judy R.; Dorfman, Aviva B.; Marsden, Dorothea B.; Meisels, Samuel J.
Work Sampling in the Classroom: A Teacher's Manual.
PUB DATE- 97
NOTE- 228p.; "With contributions from Charlotte Stetson."
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Educational Assessment; Elementary Education; Observation; *Performance Based Assessment; Portfolio Assessment; Portfolios (Background Materials); Preschool Education; *Student Evaluation; Teaching Guides; *Test Use
IDENTIFIERS- *Work Sampling System (Meisels)

The Work Sampling System is a performance assessment system that is used in preschool through fifth grade to document and assess children's skills, knowledge, behavior, and accomplishments across curriculum areas. This teacher's manual explains the use of the Work Sampling System in the following chapters: (1) "Introducing the Work Sampling System"; (2) "Developmental Guidelines and Checklists"; (3) "Portfolios"; (4) "Summary Reports"; (5) "Getting Started with Work Sampling"; and (6) "Special Topics." Five appendixes contain suggestions for core items, examples of a teacher's letter to parents and completed summary reports, and a glossary. (Contains 57 figures.) (SLD)

ED 431 780   TM 029 624

data as if all comparisons should be the same. However, Indiana needs to set performance expectations that require all, not just some, students to improve. The Indiana Statewide Test of Educational Proficiencies Plus (ISTEP) is the testing program mandated by Indiana for grades 3, 6, 8, and 10. Presently data from the ISTEP and other achievement tests are compared as if it were important to compare how students at one grade level do in relationship to other students in the same school, other schools, and other school districts. However, test results can be used to set standards for the improvement of all students by tracking and analyzing them over time and determining if there is a relationship between the ISTEP student proficiencies and other achievement test results, such as those from Terra Nova. A relationship can be established among ability testing, achievement testing, and essential skill testing for both the state test and other achievement tests (Terra Nova) using new test analysis software available commercially. Performance expectations can be set that assure that all students improve. (Contains three figures, three tables, and three references.) (SLD)

ED 431 799 TM 029 885

McLellan, Ros; Adey, Philip
Motivational Style, Commitment, and Cognitive Acceleration: Is It Only Good Schools Which Opt into "Successful" Projects?
PUB DATE- 99
NOTE- 21p.; Paper presented at the Annual Meeting of the American Educational Research Association (Montreal, Quebec, Canada, April 19-23, 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Achievement; Cognitive Processes; *Faculty Development; Foreign Countries; *Institutional Characteristics; Junior High Schools; Profiles; Program Effectiveness; Program Evaluation; *Science Education; Student Characteristics; *Student Motivation

This paper investigates the motivational profiles of students in schools that participate in a professional development program (the CASE project), which has reported remarkable success in raising students' academic achievement. On the basis of new work on the characterization and measurement of motivational orientation, beliefs, and self-view, the question was raised of whether this apparent success can be attributed, at least in part, to the fact that schools that opt for the program already display a more adaptive motivational profile in their students than nonprogram schools. This is the first phase of a longitudinal study of the effects of CASE on achievement motivation. The focus is on the definition of constructs, the development of an instrument, and the question of systematic differences between CASE and non-CASE schools at pretest, before the program could have an effect. Early results do suggest that a higher proportion of students in CASE schools exhibit what C. Dweck and E. Leggett (1998) term adaptive motivational patterns and, therefore, might be expected to make better use of any intervention they receive. (Contains 3 tables, 8 figures, and 44 references.) (Author/SLD)

ED 431 800 TM 029 886

Li, Yuan H.; Lissitz, Robert W.; Yang, Yu Nu
Estimating IRT Equating Coefficients for Tests with Polytomously

Junior High School Block Scheduling Program" (R. Brian Cobb, Stacey Abate, and Dennis Baker); (4) "Less Truth than Error? An Independent Study of the Massachusetts Teacher Tests" (Walt Haney, Clarke Fowler, Anne Wheelock, Damian Bebell, and Nicole Malec); (5) "Some Comments on the Ad Hoc Committee's Critique of the Massachusetts Teacher Tests" (Howard Wainer); (6) "College Students' Use of the Internet" (Anna C. McFadden); (7) "Restructuring the Schoolbook Provision System in Indonesia: Some Recent Initiatives" (Dedi Supriadi); (8) "Scholastic Achievement and Demographic Characteristics of Home School Students in 1998" (Lawrence M. Rudner); (9) "High School Staff Characteristics and Mathematics Test Results" (Mark Fetler); (10) "Investigacion en educacion en America Latina: una continuacion del debate" (Abdeljalil Akkari, Soledad Perez); (11) "First Year Implementation of the School to Work Opportunities Act Policy: An Effort at Backward Mapping" (Arthur M. Recesso); (12) "Hiring Policy in United States Spanish Departments: Considerations of Social Class, National Origin, and Ethnicity" (Jerry Hoeg, Eric Cohen, and Christine Fullen); (13) "Contextualizing Home Schooling Data: A Response to Rudner" (Kariane Mari Welner and Kevin G. Welner); (14) "Supporting Community-Oriented Educational Change: Case and Analysis" (Linda Mabry and Laura Ettinger); (15) "Eleccion Educacional Entre Escuela Publica y Escuela Privada en Galicia: Un analisis comparativo del gasto de los hogares en las escuelas publicas y privadas" (Maria Jesus Freire, Jose Venancio Salcines); (16) "Race and Policy" (Ernest R. House); (17) "Autonomia por decreto? Paradojas en la redefinicion del trabajo del profesorado" (Jose Contreras Domingo); (18) "Demonstrated Actions of Instructional Leaders: An Examination of Five California Superintendents" (George J. Petersen); (19) "A Statist Political Economy and High Demand for Education in South Korea" (Ki Su Kim); and (20) "Testing on Computers: A Follow-up Study Comparing Performance on Computer and on Paper" (Michael Russell). (SLD)

ED 431 821 TM 030 063

Programs and Plans of the National Center for Education Statistics, 1999 Edition.
PUB DATE- 99
NOTE- 152p.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adult Education; *Data Collection; *Educational Research; Elementary Secondary Education; Higher Education; International Studies; Longitudinal Studies; *Planning; Program Descriptions; Program Development; Program Implementation
IDENTIFIERS- Common Core of Data Program; National Assessment of Educational Progress; *National Center for Education Statistics; Third International Mathematics and Science Study

This report summarizes the current statistical programs of the National Center for Education Statistics (NCES), including its major publications and plans for future work. It updates the descriptions of long-standing data collections such as the Common Core of Data, the Integrated Postsecondary Education Data System, and the National Assessment of Educational Progress. This edition also focuses on some of the new and innovative work of the NCES, such as the Third International Mathematics and Science Study (TIMMS) and the Early Childhood Longitudinal Study-Kindergarten (ECLS-K) cohort. An introduction describes NCES data collection efforts, and

ED 431 842 UD 033 004

Fager, Jennifer; Boss, Suzie
Peaceful Schools. By Request Series.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 98
NOTE- 67p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Conflict Resolution; Elementary Secondary Education; *Prevention; Program Implementation; *School Safety; *Violence

This booklet is part of a series of reports on "hot topics" in education. It presents information intended to cut through the hype and hysteria that often surrounds the subject of school violence. The booklet offers an overview of current research on school violence prevention, outlines some practical ideas for use in the classroom, and takes a look at what some schools in the northwestern United States are doing to address this serious issue. Although schools are actually among the safest places young people congregate, more than half of U.S. schools experienced some crime during the 1996-97 school year, and 1 in 10 reported a serious violent crime. Two themes emerge from the literature that should be of special interest to educators. One is that violence is a learned behavior and can be unlearned. The other is that early intervention that teaches positive life skills may be the best hope of preventing violent behavior. Some warning signs of school violence and some ways to implement violence prevention programs are outlined. Descriptions of eight school or district programs in the northwestern United States, some of which are in urban areas, are provided. Two appendixes discuss purchasing a violence prevention program and things students can do to stop school violence. (Contains 31 references.) (SLD)

ED 431 843 UD 033 005

Brewster, Cori; Fager, Jennifer
Student Mentoring. By Request Series.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 98
NOTE- 58p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Academic Achievement; Elementary Secondary Education; *Interpersonal Relationship; *Mentors; Program Descriptions; Teacher Student Relationship; *Volunteers

This booklet is part of a series of reports on "hot topics" in education. It discusses mentoring, a strategy that has become popular over the past decade. Pairing students with adult volunteers or older students who provide friendship, guidance, and support has been shown to be helpful to students and to provide benefits to mentors. Recognizing that no two mentoring programs are alike, the discussion focuses on how student mentoring works, the benefits associated with it, and strategies for designing successful mentoring programs that address the needs of individual students, communities, and schools. The effectiveness of any mentoring program depends

(150)
DESCRIPTORS- *Adolescents; Behavior Patterns; *Delinquency; Elementary Secondary Education; Instructional Leadership; Partnerships in Education; *Prevention; *School Safety; *Violence

This paper presents a theoretical and historical treatment of juvenile violence in the United States, examines some current data on juvenile violence in and out of schools, and discusses the implications for educational leadership policy decisions. Sociological and social-psychological theories have tried to explain the intensifying violent behaviors exhibited by youth in America. Although theorists advance various explanations for youth violence, it is generally recognized that community-wide approaches of collaboration and partnerships will be necessary to check the rapid rise of youth violence across the United States. A total community approach would stress prevention and intervention with followups. Some interesting initiatives around the country might provide exemplary programming for communities. Several examples are described, focusing on activities in Texas, New Mexico, and New York. When programs of this sort are established throughout the United States, the answer to "Who's minding the children?" will be "We all are." An appendix lists 53 model programs with contact information. (Contains 32 references.) (SLD)

ED 431 864 UD 033 031

Hutchinson, Janice; Langlykke, Kristin
Adolescent Maltreatment: Youth as Victims of Abuse and Neglect. Maternal & Child Health Technical Information Bulletin.
SPONS. AGENCY- Health Resources and Services Administration (DHHS/PHS), Rockville, MD. Office for Maternal and Child Health Services.
PUB DATE- 97
NOTE- 44p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Adolescents; *Child Abuse; Child Neglect; Health Programs; *Intervention; Juvenile Justice; Public Health; *Sexual Abuse; *Victims of Crime

This bulletin is intended to raise awareness of the magnitude and gravity of adolescent maltreatment and to provide information on public health program and policy interventions. A review of adolescent victimization, with a focus on vulnerable youth, provides background for the development of public health measures to promote prevention and ensure recognition and early intervention for treatment of adolescent abuse and neglect. Two sources for information about adolescent maltreatment are the National Child Abuse and Neglect Data System and National Incidence Studies of Child Abuse and Neglect. Information is provided about sexual victimization, links between abuse and adolescent sexual behaviors, the juvenile justice system, and adolescent responses to victimization. A pubic health framework for addressing adolescent maltreatment is outlined, with 10 specific steps to build programs and policy. (Contains 146 references.) (SLD)

ED 431 865 UD 033 033

Fager, Jennifer; Richen, Rae
When Students Don't Succeed: Shedding Light on Grade Retention. By Request Series.
SPONS. AGENCY- Office of Educational Research and Improvement

each month are: (1) "Tips for New and Old for the New School Year" (September); (2) "Train Them and Retain Them: Keeping Quality Staff" (October); (3) "What Older Kids Think and Feel and the Implications for Successful Interactions with Them" (November); (4) "Is It Time for a School-Age Care Credential?" (December); (5) "ADHD: Same Label, Different Settings. An Inquiry into Behavior Problems" (January); (6) "New Vans Banned for To-and-From School Use" (February); (7) "Marketing Summer Programs" (March); (8) "Time for 'Time-Out' to Retire. Let 'Balance Center' Take Its Place" (April); (9) "Tackling Staff Turnover: Struggles and Strategies" (May); (10) "The Challenging Parent" (June); (11) "Good After School Care. One Answer to School Violence" (July); and (12) "Enrichment Programs Follow-Up" (August). Regular features in the newsletter include activity suggestions, information on conferences and resources, and editorials. (KB)

ED 431 559 PS 027 775

Alaska Head Start. Annual Report for 1998.
PUB DATE- 98
NOTE- 37p.; For 1995 Annual Report, see ED 414 038.
LANGUAGE- English
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Annual Reports; Integrated Services; Intervention; Low Income; Preschool Children; *Preschool Education; Program Descriptions; Program Effectiveness; State Programs
IDENTIFIERS- Alaska; Program Characteristics; *Project Head Start

This annual report details the accomplishments of the Alaska Head Start Program for fiscal year 1998. The report begins with a graphic presentation of the locations of Alaska Head Start programs and a table delineating the administrative and program partners of Head Start, its service population, eligibility requirements, funding sources, service models, and targeted services. The report continues with a description of the Head Start program and its core values, and outlines the performance standards for the following areas: (1) early childhood development and health services; (2) family and community partnerships; and (3) program design and management. The successful application of performance standards for developing promising practices is discussed through descriptions of 15 Head Start programs and their initiatives. The report delineates the goals of the Alaska Head Start State Collaboration Project and presents trend data on enrollment, services provided, and funding received from 1992 to 1998. The report concludes with an organizational chart of the relationships among Head Start programs within the network of Alaskan state agencies, and a list of Alaska Head Start Directors and Support Systems. (KB)

ED 431 560 PS 027 778

Employer Child Care Resources: A Guide to Developing Effective Child Care Programs and Policies.
PUB DATE- 98
NOTE- 23p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Day Care; Early Childhood Education; *Employer

Village, Nevada, November 5-9, 1998), See RC 022 022.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Adventure Education; *Experiential Learning; *Field Trips; Foreign Countries; Higher Education; *International Programs; Planning; Program Development; *Travel
IDENTIFIERS- *Trip Planning

Experiential educators can prepare students and clients for living in the global society of the new millennium through international experiences, both short- and long-term. The elements of experiential education--risk/challenge, direct experience, processing and reflection--can be important aspects of the international experience. Historically, the Association for Experiential Education (AEE) has focused narrowly on outdoor adventure in North America and has not treated international education as part of experiential education. A broader definition of adventure that includes any experience with an uncertain outcome would encompass international experiences. These adventures would be significantly enhanced by using the tools of experiential education. Many experiential programs have the means to create significant international opportunities. Ten suggestions for approaching a first international program offering include: think small; fill out a risk management form; see the first experience as a shakedown; seek out allies and co-leaders; limit objectives; choose a limited itinerary; include opportunities for service; begin planning a budget as soon as possible; have at least a rough marketing plan; and plan the experiential methodologies to be included. The Field and Experiential Learning Program at College of DuPage is briefly described as an example of a program that combines college courses with an experiential international trip. (SV)

ED 431 578 RC 022 025

White, Will
Chasing the Buddha: Bringing Meditation to Experiential Education.
PUB DATE- 98
NOTE- 4p.; In: Selected Monographs from the Association for Experiential Education International Conference (26th, Incline Village, Nevada, November 5-9, 1998); see RC 022 022.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Attention Control; *Experiential Learning; Learning Readiness; *Meditation; Metacognition; *Self Management; Stress Management
IDENTIFIERS- Self Awareness

The field of experiential education can be enhanced through the use of meditation. The vision statement of the Association for Experiential Education includes the aim of creating a just and compassionate world. This goal can be approached one person at a time by encouraging each individual in the field to become a just and compassionate person. Such a person must have the skills to cultivate peace of mind--skills provided through the ancient tool of meditation. Meditation may be defined as the of entities can be characterized by particular statements. Contains 30 references. (Author/WRM)

ED 431 598 SE 062 529

The Environmental Education Collection: A Review of Resources for Educators. Volume 3.
PUB DATE- 98
NOTE- 132p.; For Volume 2, see ED 422 182.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Books (010)
DESCRIPTORS- Curriculum Development; Elementary Secondary Education; *Environmental Education; *Integrated Activities; Learning Activities; Oceanography; *Resource Materials; Resources; *Science Instruction; Teaching Methods

This resource guide is designed to help educators find curricula, multimedia resources, and other educational materials that can enhance the teaching of environmental education in a variety of settings. Curriculum guides and other educational materials listed in this guide were evaluated by classroom teachers, content experts, and environmental educators. Each set of materials was reviewed by at least three people. Curriculum materials included in this compendium were evaluated using the Environmental Education Materials Guidelines for Excellence developed by the North American Association For Environmental Education (NAAEE). The write-ups were designed to point out the variety of factors an educator may wish to consider when deciding which materials are most appropriate for a particular group of students and how those materials might be used most effectively. The first section of this guide highlights approximately 50 environmental education curriculum materials. Each entry contains a summary of the curriculum information about grade levels, subject areas, author, publishers, and price; comments specific to the six key characteristics of quality environmental education materials according to the Guidelines for Excellence; and a sample of quotations from the reviewers' evaluation sheets. The second section contains an annotated listing of support materials. Appendices include a curriculum matrix, publisher index, and an author/editor index (PVD).

ED 431 599 SE 062 530

Shapiro, Wendy L.
Collaborative Problem Solving in a Large-Scale Space Science Simulation.
PUB DATE- 99
NOTE- 20p.; Paper presented at the Annual Meeting of the American Educational Research Association (Montreal, Quebec, Canada, April 19-23, 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Constructivism (Learning); *Cooperative Learning; *Group Activities; High Schools; Instructional Effectiveness; Integrated Activities; Problem Solving; Science and Society; Science Education; Simulated Environment; *Simulation; Space Sciences; Student Projects; Teaching Methods; Technology Education
IDENTIFIERS- Moonbase America

Rich educational environments encourage students to construct their own knowledge, to solve problems collaboratively, and to scientists do and the ways young people are educated in science. In the study, two groups of participants--nature writers and scientists--revealed the essence and meaning of their relationship with nature. A two-stage, modified Delphi method was used for collecting data. Stage One comprised the first round of the Delphi and involved content analysis of writings by a select group of U.S. nature writers from the early 1800s to the present. In Stage Two, comprising three rounds of the modified Delphi, perspectives of nature writers were imbedded in questionnaires and presented for response to a select group of scientists connected with research and education at National Laboratories across the country. Finally, results from each participant group were brought together in a recursive process, one with the other, to determine findings. Strong Earth-care values, including receptivity, responsibility, interdependence, respect, cooperation, love, and care were found to be held in common by the nature writers and scientists in this study and could form the foundation for an essential ethic for teaching science. The strongest dissonance between nature writers and scientists was evident in emotional and spiritual elements in stories told of their experiences with nature. Contrary to what might have been expected from scientists based on theories of science and practices of science education represented in the literature, few scientists revealed negative, utilitarian, or dominionistic affiliations with nature. In contrast, no nature writers revealed such affiliations. Contains 210 references. (Author/WRM)

ED 431 620 SE 062 647

Bailey, Paul; Beazley, Lea J.
The Old New River. New River State Park: An Environmental Education Learning Experience Designed for Grades 7 and 8.
PUB DATE- 99
NOTE- 133p.; For the previous edition, see ED 376 040.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Biology; *Environmental Education; Grade 7; Grade 8; Hands on Science; Junior High Schools; *Parks; *Resource Allocation; Science Activities; Science Programs; *Water Quality
IDENTIFIERS- North Carolina

This activity guide, developed to provide hands-on environmental education activities geared to New River State Park in North Carolina, is targeted for grades 7 and 8 and meets curriculum objectives of the standard course of study established by the North Carolina Department of Public Instruction. Three types of activities are included: pre-visit, on-site, and post-visit. The on-site activity is conducted at the park, while pre- and post-visit activities are designed for the classroom. Major concepts included are: water quality, biotic index, indicator species, metamorphosis, native aquatic species, stewardship of natural resources, watersheds, and natural resource management. Includes a vocabulary list, scheduling worksheet, parental permission form, North Carolina Parks and Recreation program evaluation, and information about New River State Park. (CCM)

ED 431 621 SE 062 649

Stigler, James W.; Gonzales, Patrick; Kwanaka, Takako; Knoll, Steffen; Serrano, Ana
The TIMSS Videotape Classroom Study: Methods and Findings from an

The U.S. frontier (1785-1861) is the focus of this unit of study for grades 5 and up. This unit contains four elements: (1) a list of documents with their specific archival reference numbers and a brief synopsis of their historical significance to the unit's theme; (2) a set of reproductions of documents; (3) 15 separate classroom activities; and (4) an issue of "Cobblestone" magazine related to the subject matter of this study. The unit helps students develop knowledge of social studies content and introduces them to historical documents. This approach helps students advance to higher-level thinking and experience and practice of the following skills: collecting, organizing, interpreting, and weighing the significance of factual evidence to achieve a systematic analysis of documents; comparing evidence from different sources; identifying factual information and separating it from opinion; identifying points of view and biases; and developing defensible inference, conclusion, and generalizations from factual evidence. A list of diverse additional resources for both students and teachers concludes the unit. (BT)

ED 431 643 SO 029 697

Morales, Dionisia; Haynes, Leslie
Teachers Learning in the Community: A Field Guide. Connections: Linking Work and Learning Series No. 8.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 98
NOTE- 198p.
LANGUAGE- English
EDRS Price- MF01/PC08 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Community Role; Elementary Secondary Education; *Experiential Learning; *Faculty Development; Global Approach; Learning Activities; Problem Based Learning; *Teacher Improvement; *Teaching (Occupation)
IDENTIFIERS- Community Ties; Job Shadowing; *Learning Environments; *Work Based Learning

Increasingly, teachers are connecting with people in the community as part of their professional development. Community organizations provide opportunities for teachers to gain a new perspective on what students need to know to be prepared for a global economy. In addition, experiences in the community can help teachers develop integrated curricula and expand skills and knowledge in related areas. This guide describes ways for teachers to engage in workplace professional development. The guide provides a framework for planning, practical tools for implementation, and strategies to ensure that activities are beneficial to teachers, students, schools, and the community. The greatest reward of workplace professional development is the way it helps students see a connection between the classroom, the world of work, and the achievement of their goals. The guide is divided into the following sections: (1) "Introduction"; (2) "Activities"; (3) "Logistics"; (4) "Connections"; and (5) "Useful Tools." A glossary of terms relevant to work-based learning concludes the guide. Reproducible learning site analysis forms, a job shadow guide, internship forms, and general forms are also included. (BT)

ED 431 644 SO 029 732

DESCRIPTORS- Art Education; *Art History; Artists; Elementary Secondary Education; Interdisciplinary Approach; *United States History
IDENTIFIERS- *United States (West); Westward Movement (United States)

Early European and Euro-American artists documented the land, people, flora, and fauna of western North America. These artists gave Europeans and eastern Americans their first glimpse of the west. Because artists were important to the early explorers and topographers of the west, this document advocates study of western art and artists as an integrated part of studying the history of the North American west. The document presents a brief survey of important western artists from 1778 to 1975. Information is given regarding World Wide Web sites that allow visual access to western art collections. Contains a 44-item reading list. (MM)

ED 431 663 SO 030 658

South Carolina Social Studies Framework. Field Review Draft.
PUB DATE- 98
NOTE- 170p.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Academic Standards; Curriculum Design; Economics; Elementary Secondary Education; Geography; Higher Education; History; Learning Activities; Political Science; *Public Schools; *Social Studies; State Curriculum Guides; *State Standards; *Student Educational Objectives
IDENTIFIERS- *South Carolina

Social studies as a field of study embodies the essence of humankind (where people live, how they are organized, how they change, and how they prosper). This South Carolina social studies framework is based on the statement: "An educated citizenry is the key to a successful democratic society. Therefore, it is imperative that South Carolinians acquire a comprehensive and connected understanding of the human experience." Social studies is vital in helping students to: (1) understand who they are and how they relate to their communities, the nation, and the global society; (2) understand why they participate as citizens, both individually and as groups; (3) understand how the past, present, and future are interconnected; (4) respect cultural diversity; and (5) meet the challenges of the world of work. The framework provides an in-depth treatment of four core areas: history, government/political science, geography, and economics. It organizes the subject into four strands (analogous to the academic disciplines), which form the basic themes for social studies. An extensive reference list and a glossary of terms are included. (BT)

ED 431 664 SO 030 659

South Carolina Visual and Performing Arts Academic Achievement Standards. Field Review Draft.
PUB DATE- 98
NOTE- 53p.; Page four may not reproduce well.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-

PUB DATE- 98
NOTE- 52p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Elementary Education; Geography; Instructional Materials; *Social Studies; *State Government; *State History
IDENTIFIERS- *North Carolina

This information sampler was compiled to assist students in their study of North Carolina. Every year North Carolina students must complete a special project on their state. The sampler was designed to introduce students to the people, places, and events that have shaped North Carolina's history. Topics in the sampler include state symbols, people, economy, transportation, military installations, state government, travel and tourism, education, land, climate, North Carolina "firsts," geography of North Carolina (coastal plain, Piedmont, and mountains), famous North Carolinians, state flag, state seal, state song, maps, highlights from North Carolina history. Addresses to websites about North Carolina also are provided. (BT)

ED 431 684   SO 030 841

Illenberger, Abbie, Ed.; Wallach, Jason, Ed.
Popular Education for Movement Building: A Resource Guide. 2nd Edition.
PUB DATE- 98
NOTE- 102p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Citizenship Education; Civics; *Consciousness Raising; Criminal Law; Disadvantaged; Health Care Costs; *Popular Education; *Social Action; *Social Change; Social Studies
IDENTIFIERS- Global Economy; *Social Movements

Popular education is "political education for everyday people." It is "people coming together to discuss problems of injustice and inequality and learning how to confront these problems collectively." To be effective in movement building, this guide calls for people who can act in concert to fundamentally change the world. It offers some tools, ideas, and materials that can be used to build consciousness among people to become conscious of commonalities, uncover confusing myths, and provide a clear path to the future. Following an introduction that offers an overview of popular education, movement building, and Project South's activities, the guide is divided into the following five parts: (1) "Project South's Critical Issues Toolbox: Welfare in the Global Economy"; (2) "Criminal Injustice and the Growing Police State"; (3) "The Changing Face of Health Care"; (4) "The Small Working Groups"; and (5) "Appendices." Each part contains articles, essays, and resource information. (BT)

ED 431 685   SO 030 858

Greco, Lisa M.
Teaching Presidential Elections. A Social Studies/Service Learning Teaching Unit for the Middle Grades.

"A Perspective from a Religious Educator" (Kimberly Klugh); (6) "A Reflection from a Superintendent of Schools" (William Carriere); (7) "A Perspective from a Catholic University Educator" (Mary Peter Travis); and (8) "Character Development Is Non-Negotiable" (Matthew J. Thibeau). (BT)

ED 431 704   SO 030 942

Butler, John T.; Carlisle, Kathleen Burgoyne; Davis, William; Hart, Joan; Haney, Regina M.; McGreevy, Anne; Meegan, Elizabeth; Rosenhauer, Joan
From the Ground up: Teaching Catholic Social Principles in Elementary Schools.
PUB DATE- 99
NOTE- 171p.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Catholic Educators; *Catholic Schools; Civil Liberties; Curriculum Development; Elementary Education; Humanism; *Religious Education; *Social Values; *Thematic Approach
IDENTIFIERS- *Social Philosophy

The role of the Catholic school educator is to "help each student become the 'new creature' that each one is potentially, and at the same time prepare them for the responsibilities of an adult member of society." The potential referred to includes mental, physical, psychological, and spiritual growth. This resource and planning guide for integrating Catholic social teaching into the curriculum is a tool for elementary school teachers to use to achieve this goal by systematically and intentionally forming students who will assist with building "God's kingdom." In this guide, for grades K-8, Catholic faculty share their experiences, ideas, and materials with colleagues around the country. The guide will assist faculty to integrate effectively Catholic social teachings into the curriculum. It suggests tools to evaluate the living-out of these teachings. The guide emphasizes the following seven Catholic social teaching themes: (1) life and dignity of the human person; (2) a call to family, community, and participation; (3) rights and responsibilities of the human person; (4) an option for the poor and vulnerable; (5) dignity of work and the rights of workers; (6) solidarity of the human family; and (7) care for God's creation. Appendixes include selected resources in Catholic social teaching for elementary and secondary education, and a list of members of the Task Force on Catholic Social Teaching and Catholic Education. (BT)

ED 431 705   SO 030 959

Torney-Purta, Judith; Schwille, John; Amadeo, Jo-Ann
Civic Education across Countries: Twenty-four National Case Studies from the IEA Civic Education Project.
PUB DATE- 99
NOTE- 611p.
LANGUAGE- English
EDRS Price- MF03/PC25 Plus Postage.
PUB TYPE- Collected Works - General (020)
DESCRIPTORS- *Citizenship Education; Citizenship Responsibility; *Civics; Democracy; Democratic Values; Educational Assessment; Educational Planning; Foreign Countries; *Political Issues;

revisions made for that specific area. (SM)

ED 431 722 SP 038 580

Rankin, Virginia
The Thoughtful Researcher: Teaching the Research Process to Middle School Students.
PUB DATE- 99
NOTE- 211p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Critical Thinking; Educational Quality; Educational Research; Inquiry; Metacognition; *Middle School Students; Middle School Teachers; Middle Schools; Notetaking; Planning; Reading Skills; Reflective Teaching; *Research Skills; Student Evaluation; Student Participation; Student Projects; *Student Research; Visual Aids

This book offers educators an instructional tool for teaching essential research skills to middle school students. Moving beyond the typical theoretical approach, the book provides a broad range of strategies and learning activities that teach young learners how to master the process. The 14 chapters are as follows: (1) "Teaching Research in a Middle School: May You Live in Exciting Times"; (2) "Becoming a Reflective Practitioner: Change is the Only Constant"; (3) "Performing a Presearch: Build on a Solid Foundation"; (4) "Generating Questions: A Sense of Wonder"; (5) "Planning: It's Really Great to Metacogitate"; (6) "Managing Time: Everybody's Problem"; (7) "Searching for Information: Location, Location, Location"; (8) "Evaluating Sources: Thinking Critically"; (9) "Notetaking: No More Copying"; (10) "Reading for Information: Making Meaning"; (11) "Thinking Skills: Constructing Knowledge"; (12) "Information in Visual Formats: The Eyes Have It"; (13) "Creating a Quality Product: An End to Mediocrity"; and (14) "Assessing Process and Product: The Research Assignment Starts Here." An appendix presents sentences to summarize. (SM)

ED 431 723 SP 038 583

Health Education and Physical Education (Healthy, Active Living). Grades 5 and 9. Assessment Annotations for the Curriculum Frameworks.
PUB DATE- 99
NOTE- 149p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Academic Achievement; *Academic Standards; Accident Prevention; Athletics; Consumer Education; *Curriculum Development; Dance Education; Elementary School Students; Environmental Education; Family Health; Grade 5; Grade 9; *Health Education; Health Promotion; High School Students; High Schools; Human Body; Intermediate Grades; Interpersonal Competence; Life Style; Movement Education; Nutrition; Physical Activity Level; *Physical Education; Physical Fitness; Rehabilitation; Safety Education; *State Standards; *Student Evaluation; Substance Abuse

and competence to teach as well as their experiences during the first year of professional life. Data from individual interviews (n=16) conducted at mid-year and the end of the year indicated that participants overwhelmingly supported the extended teacher preparation program. None of them identified their most important learning or best experience as coming from the first year of the program. Instead, they were adamant that both their confidence and competence were distinctly higher after the second year. The gains they identified resulted from the time that had been spent in particular ways. The second year had been split equally between a 4-month practicum and returning to the faculty to take additional courses. Students liked the extended course because it allowed them to observe and participate in establishing classroom routines and environments, they were in the school long enough to authentically engage in all aspects of teaching, and they were able to become thoroughly engaged in student learning and observe its development over time. (Contains 15 references.) (SM)

ED 431 741 SP 038 606

Peixotto, Kit; Fager, Jennifer
High-Quality Professional Development: An Essential Component of Successful Schools. By Request Series.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 98
NOTE- 55p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Educational Change; Educational Quality; Elementary Secondary Education; *Faculty Development; *Inservice Teacher Education; *Teacher Improvement

This booklet on professional development is the seventh is a series of booklets available from the Northwest Regional Educational Laboratory on current topics. The first section defines effective professional development. The next section examines what has been learned about professional development. Next, principles of high quality professional development are discussed. The following sections discuss presents some guiding questions for selecting professional development activities; lessons learned from adult learning theory; finding time for professional development (restructuring the school calendar, using permanent substitutes, and scheduling common planning time); what makes professional development ineffective; and some alternatives to short-term, one-size-fits-all workshops (collaborative or action research, study groups, staff retreats, scoring student work samples, planning or work days, school visits, and networks organized around specific content areas). The booklet concludes that effective professional development is intensive and sustained; it occurs through collaborative planning and implementation; and it engages teachers in opportunities that promote continuous inquiry and improvement that are relevant to local sites. The booklet presents descriptions of seven diverse professional development programs, all of which seek to actively involve teachers in effective professional development. (Contains 18 references.) (SM) each dependent variable scale score. There were some differences by gender. Results indicate that the scales had adequate reliability. (Contains 11 references.) (SM)

ED 431 759   SP 038 627

Delgado, Evelyn
Learning the ABC's Can Save a Life. Why Classroom Teachers Should Be Certified in CPR and Pediatric First Aid.
PUB DATE- 99
NOTE- 18p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Cardiopulmonary Resuscitation; Child Health; Elementary Secondary Education; *First Aid; Health Promotion; Inclusive Schools; Mainstreaming; School Accidents; *School Safety; Special Needs Students; Students; *Teacher Responsibility; Teachers

This paper explores the rationale for why classroom teachers should be certified in cardiopulmonary resuscitation and pediatric first aid. It begins by introducing a scenario of two fatal tragedies in a school setting. It also examines a study done of teachers and school aides in inclusive classrooms and their concerns about health and safety issues. The paper touches upon the history of cardiopulmonary resuscitation (CPR), legal concerns, the mechanics of CPR, and a review of potentially fatal medical emergencies that could occur in an ordinary classroom setting. These emergencies include asthma, diabetes, seizure disorders, cardiac arrest, and severe allergic reactions. The paper discusses basic pediatric first aid, explaining that it should include, but not be limited to, a variety of potential emergencies. Finally, the paper recommends that all those who are directly responsible for the care and safety of children in schools or child-care settings should be certified in pediatric first aid (including CPR). Teachers should be recertified every 2 years. There should be clearly defined emergency procedures posted at visible locations throughout the school. (Contains 12 references.) (SM)

ED 431 760   SP 038 628

McTighe, Jay; Wiggins, Grant
The Understanding by Design Handbook.
PUB DATE- 99
NOTE- 281p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Comprehension; *Curriculum Development; Elementary Secondary Education; Evaluation Methods; *Knowledge Level; Lesson Plans; Peer Evaluation; Planning; Student Evaluation

This handbook examines what understanding is and how it differs from knowing, discussing how teachers can know that students truly understand and can apply their knowledge in meaningful ways and how courses and units might be designed to emphasize understanding and uncoverage rather than coverage. The handbook includes a planning template, worksheets, exercises, design tools, design standards and tests, and a peer-review process for learning and applying new ideas. Handbook materials show

Gilkey, Susan N.; Hunt, Carla H.
Teaching Mathematics in the Block. Teaching in the Block Series.
PUB DATE- 98
NOTE- 186p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Block Scheduling; *Curriculum Development; Educational Technology; High School Students; High Schools; *Mathematics Instruction; Middle School Students; Middle Schools; Secondary School Teachers; Standards; *Teaching Methods; *Time Factors (Learning)
IDENTIFIERS- NCTM Professional Teaching Standards

Practical suggestions are offered for teaching mathematics in a block schedule, including ways to make some topics more compact, integrate mathematics with other materials, and design lesson plans to maximize instructional time. Chapters are: (1) "NCTM National Council of Teachers of Mathematics Standards and Teaching Mathematics in a Block Schedule"; (2) "Curriculum Planning and Instructional Design for the Block Schedule"; (3) "Lesson Planning and Instructional Design for the Block Schedule"; (4) "Instructional Strategies Useful for Block Lesson Designs"; (5) "Using Technology in the Block Schedule"; and (6) "Evaluation and Assessment in a Block Schedule." Appendixes contain sample lessons for labs and assessments, lists of resources, a list of Web sites, and references. (Contains 82 references.) (SLD)

ED 431 781 TM 029 831

Diamond, Judy
Practical Evaluation Guide: Tools for Museums and Other Informal Educational Settings. American Association for State and Local History Book Series.
PUB DATE- 99
NOTE- 192p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Community Resources; *Educational Facilities; *Evaluation Methods; *Informal Education; *Museums; Observation; Program Evaluation; *Research Design
IDENTIFIERS- Visitor Behavior; *Visitors

This book gives step-by-step instructions on how to design, implement, and present an evaluation study for a museum or other settings for informal education, and it presents guidelines for studying the experiences of visitors in informal educational settings. The chapters are: (1) "Planning an Evaluation Project"; (2) "Informal Learning"; (3) "Protecting and Selecting Subjects"; (4) "Observational Tools"; (5) "Interviews and Questionnaires"; (6) "Measuring Learning"; (7) "Presenting and Analyzing Data"; and (8) "Preparing an Evaluation Report." (Contains 26 figures, 14 tables, and 92 references.) (SLD)

ED 431 782 TM 029 832

Idol, Lorna; Nevin, Ann; Paolucci-Whitcomb, Phyllis

and Dichotomously Scored Items.
PUB DATE- 99
NOTE- 34p.; Paper presented at the Annual Meeting of the National Council on Measurement in Education (Montreal, Quebec, Canada, April 19-23, 1999).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Equated Scores; *Estimation (Mathematics); *Item Response Theory; Test Format; *Test Items
IDENTIFIERS- Common Item Effect; *Dichotomous Scoring; Linking Metrics; *Polytomous Scoring

Recent years have seen growing use of tests with mixed item formats, e.g., partly containing dichotomously scored items and partly consisting of polytomously scored items. A matching two test characteristic curves method (CCM) for placing these mixed format items on the same metric is described and evaluated in this paper under a common-item linking design in which tests containing a set of common items are administered to two groups of examinees. The BIAS statistics of the recovery equating coefficients across all research conditions are usually expected to be close to zero, as happened in this simulation, and the corresponding root mean squared error (RMSE) statistics, in general, are relatively small. The shapes of the empirical sampling distributions of the estimated equating coefficients obtained from a variety of conditions are symmetric-bell shapes with small variances and few or no outliers or other abnormalities. The CCM is capable of producing accurate transformation of parameter estimates when applied to a test with mixed items as well as to only dichotomously scored or polytomously scored tests. (Contains 3 tables, 4 figures, and 35 references.) (Author/SLD)

ED 431 801 TM 029 887

Nuthall, Graham
How Students Learn: The Validation of a Model of Knowledge Acquisition Using Stimulated Recall of the Learning Process.
PUB DATE- 99
NOTE- 53p.; Paper presented at the Annual Meeting of the American Educational Research Association (Montreal, Quebec, Canada, April 19-23, 1999).
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Cognitive Processes; Educational Theories; *Elementary School Students; Foreign Countries; Intermediate Grades; Interviews; *Learning; *Recall (Psychology); Science Education; Social Studies; *Stimulation
IDENTIFIERS- *Knowledge Acquisition; *Working Memory

A study of students' thinking processes during their engagement in classroom tasks in science and social studies units in upper elementary school classrooms was conducted as part of a series of studies on learning. As a result of previous studies, a theory of the learning process has been developed. A central component of the theory is the long-term working memory through which students process and integrate new experiences with previous knowledge. Students in two classrooms, each containing fifth and sixth graders, participated. Selected students (n=16) were interviewed after the thinking tasks (an average of 20 days later), using video recordings to stimulate their memories. The open-ended interviews combined with video-clips information on NCES programs is grouped into the following sections: (1) NCES Center-wide programs and services; (2) elementary and secondary education; (3) postsecondary and adult education; (4) educational assessment; (5) national longitudinal studies; (6) international statistics; (7) vocational education; (8) libraries; and (9) general publications of the NCES. (SLD)

ED 431 822 TM 030 064

Young, Beth Aronstamm
Characteristics of the 100 Largest Public Elementary and Secondary School Districts in the United States: 1997-98. Statistical Analysis Report.
PUB DATE- 99
NOTE- 81p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Educational Finance; *Elementary Secondary Education; Minority Groups; *Public Schools; *School District Size; School Size; School Statistics; Tables (Data); *Urban Schools

The information provided in this publication was reported by state education agencies to the National Center for Education Statistics for the Common Core of Data. It relates to student membership in public schools and school districts in the United States and outlying areas during the 1997-98 school year and to revenues and expenditures for fiscal year 1996. The 100 largest school districts, representing less than 1% of all school districts in the United States were responsible for the education of 23% of all public school students. These districts employed 20% of U.S. public school teachers, and accounted for 17% of all public schools and 19% of public high school graduates. The 100 largest school districts had larger school sizes than the average school district. Three states, Florida, Texas, and California, accounted for over one-third of the 100 largest school districts. The proportion of minority students in the 100 largest school districts was almost double the proportion of minority students in all schools, and the proportion of students eligible for free lunch was higher in the largest districts. Four appendixes present supplemental data for the 1997-98, 1987-88, and 1996-97 school years for comparison purposes. (Contains 29 tables and 1 figure.) (SLD)

ED 431 823 TM 030 075

Greene, Patricia; Myers, Sharon; Veldman, Cynthia; Pedlow, Stephen
Baccalaureate and Beyond Longitudinal Study: 1993/97 Second Follow-up Methodology Report. Technical Report.
SPONS. AGENCY- National Center for Education Statistics (ED), Washington, DC.
PUB DATE- 99
NOTE- 1091p.
LANGUAGE- English
EDRS Price- MF08/PC44 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Bachelors Degrees; *College Graduates; *Data Collection; Employment Patterns; Enrollment; Followup Studies; Graduate Study; Higher Education; *Longitudinal Studies; Questionnaires; *Research Methodology; Sample Size; *Sampling;

largely on the individual circumstances of student needs, parental and administrative support, and the amount of time put into planning and supervising the program. Eight mentoring programs in the northwestern United States, some of which are in urban areas, are described. Appendixes contain a list of six guidebooks for developing mentoring programs and a list of Internet sites related to mentoring. (Contains 22 references.) (SLD)

ED 431 844   UD 033 006

Schwendiman, Jed; Fager, Jennifer
After-School Programs: Good for Kids, Good for Communities. By Request Series.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 99
NOTE- 67p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *After School Programs; Community Programs; Elementary Secondary Education; *Extended School Day; Program Descriptions; Program Development

This booklet is part of a series of reports on "hot topics" in education. It discusses after-school programs, sometimes referred to as "extended-day" programs, which are often operated in school buildings but may be implemented in other community locations. The booklet offers a brief overview of the research on after-school programs, examines ideas for implementing a program, and profiles some sites in the northwestern United States that have successful after-school programs. There is a growing need for after-school programs, especially in urban areas, as the after-school hours are becoming an increasingly dangerous time for students. Beyond issues of safety are the rewards students and communities can reap as a result of quality after-school programs. Some ideas for implementing an after-school program are outlined, and some of the potential pitfalls to avoid are described. Seven programs, some of which are in urban areas, are described. Appendixes list web sites and resources with further information about after-school programs. (Contains 21 references.) (SLD)

ED 431 845   UD 033 007

Fager, Jennifer; Brewster, Cori
Parent Partners: Using Parents To Enhance Education. By Request Series.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 99
NOTE- 61p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Elementary Secondary Education; *Parent Participation; *Parent School Relationship; Program Descriptions

This booklet is part of a series of reports on "hot topics" in education. It examines the current status of parent involvement in schools, taking into account specific definitions, recent research, and different types of parent involvement. The

(ED), Washington, DC.
PUB DATE- 99
NOTE- 47p.; Printed on colored paper.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Academic Failure; Educational Change; Educational Policy; *Educational Practices; Elementary Secondary Education; *Grade Repetition; *Low Achievement; Program Descriptions; Program Effectiveness; *Student Promotion
IDENTIFIERS- *Social Promotion

This booklet, part of a series of reports on "hot topics" in education review the research and conventional wisdom concerning retention and promotion and includes an exploration of alternative practices that can be used to prevent failure and improve a student's chances for successful remediation. The booklet also describes how two schools in the northwestern United States are creating alternatives to social promotion and retention as traditionally practiced. The value of retaining students has been debated among educators, politicians, and parents. The large majority of research shows that retention is ineffective and even damaging, yet many stakeholders continue to believe that retention is beneficial. Schools must begin to think about student failure and success in new ways. Some suggestions are offered for school systems that are looking for alternatives to traditional promotion practices, and the experiences of two school systems in the process of change are described. (Contains 30 references.) (SLD)

ED 431 866 UD 033 034

Furstenberg, Frank F., Jr.; Cook, Thomas D; Eccles, Jacquelynne; Elder, Glenn H., Jr.; Sameroff, Arnold
Managing To Make It: Urban Families and Adolescent Success. Studies on Successful Adolescent Development.
SPONS. AGENCY- John D. and Catherine T. MacArthur Foundation, Chicago, IL.
PUB DATE- 99
NOTE- 305p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Numerical/Quantitative Data (110)
DESCRIPTORS- *Achievement; *Adolescents; Case Studies; *Child Development; Disadvantaged Youth; *Family Influence; Interpersonal Competence; Interviews; Low Income Groups; *Parent Child Relationship; Tables (Data); *Urban Youth
IDENTIFIERS- Pennsylvania (Philadelphia)

Based on nearly 500 interviews and qualitative case studies of families in inner-city Philadelphia (Pennsylvania), this book reveals how parents and their teenage children managed different levels of resources and dangers in low-income neighborhoods and how families and communities contributed to the development of the children. The chapters are: (1) "Parenting in the Inner City"; (2) "The Philadelphia Study"; (3) "How They Fared: Measuring Adolescent Success"; (4) "How Parents Manage Risk and Opportunity"; (5) "Parenting Matters"; (6) "Family Influences and Adolescents' Lives"; (7) "How Do Neighborhoods Matter?"; (8) "Adolescent Competence and the Effect of Cumulative Risk Factors"; (9) "Looking Ahead"; and (10) "Managing for Success." An appendix contains tables of study data. (Contains 33 tables, 24 figures, and 237 references.) (SLD)

Supported Day Care; *Fringe Benefits; Guidelines; Program Design; Program Effectiveness; Program Guides; Working Hours
IDENTIFIERS- Child Care Needs

Increasing numbers of employers are responding to employee child care needs by revising their benefit packages, work schedules, and recruitment plans to include child care options. This guide details ways to develop effective child care programs and policies. Section 1 of the guide describes employees' growing child care needs and employers' benefits from child care. Section 2 presents steps an employer should take in deciding whether to implement a child care program or policy, including a careful investigation of employees' child care needs and preferences and the employer's goals and resources, as well as an awareness of the supply of and demand for child care services in the community. Section 3 offers detailed descriptions, including advantages and disadvantages, of a range of child care options falling under the categories of direct services, information services, educational services, alternative work schedules, and flexible benefits. Section 4 identifies federal agencies involved in or knowledgeable about child care initiatives. (KB)

ED 431 561 PS 027 780

Research Notes, 1999.
PUB DATE- 99
NOTE- 5p.; For 1998 issues, see ED 426 778. Published twice a year.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- Administrator Qualifications; *Administrators; Comparative Analysis; Day Care Centers; *Early Childhood Education; Elementary Schools; *Leadership; Management Development; Periodicals; Principals; Professional Development

This document consists of the two 1999 issues of a semiannual newsletter that provides current information and research on leadership and administrative issues in early childhood education. The Spring 1999 issue compares elementary schools and child care centers with regard to investments made in the professional development of teachers. The Winter 1999 issue compares professional preparation, professional development opportunities and requirements, and salaries and benefits for elementary school principals and early childhood directors. (KB)

ED 431 562 RC 021 764

Hayes, Curtis W.; Bahruth, Robert; Kessler, Carolyn
Literacy Con Carino: A Story of Migrant Children's Success. New Edition.
PUB DATE- 98
NOTE- 175p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Bilingual Education; *Bilingual Students; Code Switching (Language); Culturally Relevant Education; Elementary School Students; *English (Second Language); Grade 5; High Risk Students; Intermediate Grades; *Language Experience Approach; *Limited English Speaking; Literature Appreciation; Mexican American Education; Migrant Children; Migrant Education; Reading Improvement; Student Journals; Teacher Student Relationship; Writing across the Curriculum; Writing Instruction

effort to pay attention, intentionally and nonjudgmentally, to the experience of the present moment and to sustain this attention over time. One form of meditation, mindfulness meditation, has no religious or ideological connotations and has the primary goal of bringing understanding into one's own thoughts and actions through a calm and focused mind. Formal and informal techniques of mindfulness meditation are briefly described. Meditation has clear health benefits related to stress reduction and has been recommended as an adjunct to or substitute for psychotherapy. Recently, meditation has been integrated into experiential education in the classroom and field. Meditation practice has increased student engagement and decreased boredom, thereby optimizing arousal and information acquisition, and has expanded students' self-awareness. (SV)

ED 431 579 RC 022 026

Carver, Rebecca
Experiential Education in Urban Community-Based Organizations.
PUB DATE- 98
NOTE- 4p.; In: Selected Monographs from the Association for Experiential Education International Conference (26th, Incline Village, Nevada, November 5-9, 1998); see RC 022 022.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Community Organizations; *Community Programs; *Experiential Learning; Individual Development; Organizational Climate; Program Effectiveness; *Urban Youth; Youth Problems; *Youth Programs

Community-based organizations that worked effectively with urban youth were found to resemble experiential education programs. The finding was remarkable because the organizations did not identify themselves as places where experiential education took place. A study of four organizations examined ways in which they help youth to become more effective change agents, develop a sense of belonging, and foster increased competence. The organizations were: (1) a professional newspaper staffed primarily by youth aged 14-24 which accepts regular contributions from incarcerated youth; (2) a performing arts center with participants spanning several generations and various cultures; (3) health advocates providing services for youth "infected or affected" by the HIV virus and staffed primarily by youth; and (4) a national organization offering many programs to empower girls and women. Beneath the surface, the four organizations share fundamental characteristics with each other and with wilderness-based forms of experiential education. In particular, they emphasize active learning that builds on student experiences and facilitates the processing of experiences to enable a transfer of learning to other areas of daily life. The behavior of both staff and youth reflect organizational values. The differences between community-based and wilderness-based programs are discussed as a basis for collaboration. (SV)

ED 431 580 RC 022 027

Nadler, Reldy; Luckner, John
Facilitating Defining Moments for Others.
PUB DATE- 98
NOTE- 4p.; In: Selected Monographs from the Association for Experiential Education International Conference (26th, Incline Village, Nevada, November 5-9, 1998); see RC 022 022.

heighten their interest and motivation to continue to learn. This paper presents the findings of a qualitative study that investigated the formation of collaborative problem solving through social interaction during a large-scale space science simulation exemplifying an innovative educational design. Results from this study suggest that this nontraditional educational approach is conducive to collaborative problem solving, involves students in small and large group experiences, and actively engages students in learning. Contains 18 references. (WRM)

ED 431 600 SE 062 532

Gregoire, Michele
Paradoxes and Paradigms in an Eighth Grade Pre-Algebra Class: A Case Study of a "Good" Math Teacher.
PUB DATE- 99
NOTE- 84p.; Paper presented at the Annual Meeting of the American Educational Research Association (Montreal, Quebec, Canada, April 19-23, 1999).
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Algebra; Educational Change; *Ethnography; Grade 8; *Mathematics Instruction; Mathematics Teachers; Middle School Teachers; Middle Schools; Teacher Attitudes; Teaching Methods
IDENTIFIERS- *Pre Algebra

Evidence is presented from an ethnographic study of an eighth grade pre-algebra teacher's classroom in support of the idea that teachers' beliefs about the ontology and epistemology of math profoundly influence how they teach and thus what students learn. Specifically, beliefs based on a traditional view of mathematics as procedurally-based are explored. Classroom observations and teacher interviews provide evidence that expert, rule-based instruction may be beneficial in providing strong foundations for teacher and student efficacy, a clear belief system about the nature of mathematics, unambiguous guidelines for instruction, including areas such as scaffolding and assessment, and specific methods for classroom management. On the other hand, procedural instruction in this classroom was related to student misconceptions, unremarkable mathematics achievement, excessive student dependence on the instructor, and extrinsic student motivation. The implications of this analysis for implementing mathematics reforms based on the differing metaphors of learning are explored. Contains 42 references. (Author/WRM)

ED 431 601 SE 062 533

Webster, Beverley J.; Young, Deidra J.; Fisher, Darrell L.
Gender and Socioeconomic Equity in Mathematics and Science Education: A Comparative Study.
PUB DATE- 99
NOTE- 22p.; Paper presented at the Annual Meeting of the American Educational Research Association (Montreal, Quebec, Canada, April 19-23, 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Achievement; Educational Assessment; Elementary Secondary Education; *Equal Education; Foreign Countries; International Studies; *Mathematics Achievement;

Exploratory Research Project on Eighth-Grade Mathematics Instruction in Germany, Japan, and the United States. A Research and Development Report.
PUB DATE- 99
NOTE- 180p.; "With the assistance of Eric Derghazarian, Gundala Huber, Fumiko Ichiocka, and Nicole Kersting."
LANGUAGE- English
EDRS Price- MF01/PC08 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Comparative Education; *Cross Cultural Studies; Foreign Countries; Grade 8; Junior High Schools; *Mathematics Instruction; Teaching Methods
IDENTIFIERS- Germany; Japan; *Third International Mathematics and Science Study; United States

This report presents the methods and preliminary findings of the Videotape Classroom Study, a video study of eighth-grade mathematics lessons in Germany, Japan, and the United States. This exploratory research project is part of the Third International Mathematics and Science Study (TIMSS). The study included 231 eighth-grade mathematics classrooms and three samples were selected. Findings reveal a number of differences in instructional practices across the three cultures. This report provides a detailed account of the methods used in the study as well as a preliminary look at the findings up to this point. Contains 21 references. (ASK)

ED 431 622 SE 062 652

Rapoport, Alan I.
What Is the Federal Role in Supporting Academic Research and Graduate Research Assistants? Division of Science Resources Studies Issue Brief.
PUB DATE- 99
NOTE- 6p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Reports - Research/Technical (143)
DESCRIPTORS- *Engineering; *Federal Aid; Federal Programs; Graduate Students; Graduate Study; Higher Education; *Research and Development; *Research Assistants; Science Education; Sciences; *Scientific Research

This issue brief presents data illustrating the diversity across federal agency support in the science and engineering fields as emphasized in their funding of both academic research and science and engineering graduate students. Funding data show that changes in the balance of academic research funding across agencies are likely to affect both the distribution of research funding among science and engineering fields and the availability of federal research assistantships and other types of support to graduate students. (WRM)

ED 431 623 SE 062 654

Ediger, Marlow
Attitudes, Mathematics, and Evaluation.
PUB DATE- 99
NOTE- 9p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Educational Assessment; Elementary Secondary Education; *Mathematics Achievement; Mathematics Education;

Arlen, Karen; Batt, Margaret; Benson, Mary Ann; Kester, Nancy N.
They Came Singing: Songs from California's History. Fourth Edition.
PUB DATE- 96
NOTE- 122p.; CD-ROM not available from EDRS.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Creative Works (Literary and Dramatic) (030),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Elementary Secondary Education; *Heritage Education; Higher Education; Interdisciplinary Approach; *Local History; Music Activities; Music Education; Social Studies; *Songs; State History; United States History
IDENTIFIERS- *California; *Folk Music

This resource presents a collection of over 60 traditional songs set in the context of California's history. Throughout its history, music has played an important part in the lives of California's diverse peoples. The book opens with songs of Native California tribes and continues through European exploration, Spanish and Mexican rule, U.S. statehood, and songs of the Gold Rush. Each chapter begins with a map or diagram and background information relevant to the time period and music presented. Chapters include: (1) "Music of the First People"; (2) "Songs of the Early Explorers"; (3) "Spanish Mission Songs"; (4) "Songs of the Mexican Rancho Period"; (5) "Russian Music at Fort Ross"; (6) "Mexican American War Songs"; (7) "Shanties of the Sailing Ships"; (8) "The Way West: Songs of the Overland Emigrants"; and (9) "The Gold Rush in Song." The songs may be sung unaccompanied or accompanied by guitar, banjo, autoharp, accordion, or concertina. Several chapters contain instructions for games and dances. Two plays are also included. A bibliography and index conclude the book. A CD-ROM may be purchased to use with the book. (MM)

ED 431 645 SO 029 736

Lesson Plan of the Month. Series V, No. 1-9, 1997.
SPONS. AGENCY- Department of Justice, Washington, DC. Office of Juvenile Justice and Delinquency Prevention.
PUB DATE- 97
NOTE- 133p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Civics; Civil Law; Civil Liberties; Constitutional Law; Government (Administrative Body); Instructional Materials; *Law Related Education; Secondary Education; Social Studies
IDENTIFIERS- *United States Constitution

This series of independent lessons draws from examples of real legal issues and encourages students to refer to Constitutional interpretations and precedent cases to arrive at judgments. The lessons include: (1) "Affirmative Action: How Level is the Playing Field?"; (2) "We Are a Nation of Immigrants"; (3) "Should Elected Office Be a Lifetime Job?"; (4) "Is There Room for the Menorah, A Nativity Scene, and Other Religious Symbols in the Classroom?"; (5) "Indecency on the Net: Should It Be Regulated?"; (6) "Ethics, An Issue for Every American"; (7) "Cloning. . . Are We Next? How Far Should It Go?"; (8) "A Religion? Or a Cult? What's the Difference? And What Rights Do Religious Cults Have?"; and (9) "Teen Driver's License

Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Academic Standards; Art Education; Benchmarking; Dance Education; Drama; Elementary Secondary Education; *Fine Arts; Music Education; Performance Tests; *Public Schools; State Curriculum Guides; *State Standards; *Student Educational Objectives
IDENTIFIERS- *South Carolina

This document describes what students should know and be able to do in the visual and performing arts prior to graduation from South Carolina high schools. The standards are based on the "South Carolina Visual and Performing Arts Framework," adopted by the South Carolina State Board of Education in 1993. Standards for performance in dance, drama, music, and visual art are organized by major content strands: (1) aesthetic perception; (2) cultural heritage; (3) creative expression; and (4) aesthetic valuing. The document, which may serve as a guide for curriculum planning, outlines specific expectations for all students by the end of grades 2, 5, and 9, in drama, music, and visual arts; and at the end of 2, 5, 8, and 12 in dance. It is recommended that at the end of each of these grades students' performance should be measured to determine the progress they are making towards achieving the standards set forth. A glossary of terms is provided for each of the four discipline areas. (MM)

ED 431 665 SO 030 660

South Dakota Social Studies Standards. Draft II.
PUB DATE- 98
NOTE- 80p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Academic Standards; Civics; Curriculum Design; Elementary Secondary Education; Geography; Global Education; History; *Public Schools; *Social Studies; State Curriculum Guides; *State Standards; *Student Educational Objectives; Thematic Approach
IDENTIFIERS- *South Dakota

This framework for social studies curriculum design in South Dakota schools incorporates 10 themes: (1) culture; (2) time, continuity, and change; (3) people, places, and the environment; (4) individual development and identity; (5) individuals, groups, and institutions; (5) power, authority, and governance; (6) production, distribution, and consumption; (7) science, technology, and society; (8) global connections; (9) civic ideals; and (10) civic practices. The framework states that the foregoing themes not only serve as an organizing framework for the social studies curriculum at all grade levels, but they draw from all other social science and other related disciplines. It explains that geography, history, and civics serve as the core of social studies since the three disciplines integrate all other sciences in the context of their own sharply defined methodological perspectives. As a rationale, the framework contends that a study of the arrangements that people have developed in their efforts to live together is essential to appreciate and participate in the U.S. political system. The framework outlines K-8 and 9-12 social studies and provides standards in culture and history,

PUB DATE- 97
NOTE- 27p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Citizenship Education; Civics; Community Benefits; Critical Thinking; Democracy; *Elections; Middle Schools; *Political Candidates; *Presidential Campaigns (United States); *Service Learning; *Social Studies; Student Participation; Units of Study; Voter Registration
IDENTIFIERS- Electoral College

This curriculum unit on social studies and service learning was developed during the 1996 Presidential elections. In this unit middle school students not only learn about citizenship and democracy, they also practice civic action through voter registration and community surveying. The unit helps students develop critical thinking skills as they become active members of their own communities, and causes them to reevaluate the leadership potential of youth. The unit provides an overview that includes objectives, key terms, and an outline of the 8-part unit: (1) "Introduction"; (2) "History behind the Vote"; (3) "The Nominating Process"; (4) "Electoral vs. Popular"; (5) "Key Campaign Issues"; (6) "Factors That Influence the Election Process"; (7) "Who Should Be President?"; and (8) "Impact of the Elections." Each unit offers student assignments and activities. Appended are a sample student survey on political issues, a sample mock election ballot, and a presidential debates evaluation form. (BT)

ED 431 686 SO 030 859

McClure, Julie, Ed.; Vaughan, Lynne, Ed.
Project Tutor's "How To" Guide: For Implementing a Cross-Age Tutoring Program in Your Elementary School. Revised Edition.
PUB DATE- 97
NOTE- 30p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *College School Cooperation; *Cross Age Teaching; Elementary Education; Higher Education; Preservice Teacher Education; Program Implementation; *Student Needs; *Tutorial Programs; *Tutoring
IDENTIFIERS- Tutor Role

This guide has been created by Project TUTOR to assist elementary schools in the development and implementation of a cross-age tutoring program. The guide notes that the TUTOR experience is designed to build self-esteem and increase resiliency in elementary students by acknowledging accomplishments, supporting learning, and encouraging community involvement while providing practical experience to preservice teachers. The guide is divided into the following explanatory sections: (1) "Why Do Cross-Age Tutoring?"; (2) "How to Manage a Cross-Age Tutoring Program"; (3) "How to Start"; (4) "How to Implement Your Program"; (5) "Sample Forms"; and (7) "References" (7 items). (BT)

ED 431 687 SO 030 860

Cofer, Jennifer

Secondary Education; Social Studies

This volume reports the results of the first phase of the Civic Education Study conducted by International Association for the Evaluation of Educational Achievement (IEA). During 1996 and 1997, researchers in 24 countries collected documentary evidence on the circumstances, contents, and processes of civic education in response to a common set of framing questions. They also solicited the views of experts on what 14-year-olds should know about a variety of political and civic issues. Each chapter provides a summary of these national case studies and highlights pressing issues or themes of current importance within civic education. This volume will give educators and policy-makers cross-national information to enhance consideration of the role and status of civic education within their countries, especially in light of growing concerns about youth participation in democratic society. Chapters include: (1) "Mapping the Distinctive and Common Features of Civic Education in Twenty-Four Countries" (Judith Torney-Purta; John Schwille; Jo-Ann Amadeo); (2) "Reconstructing Civic and Citizenship Education in Australia" (Murray Print; Kerry Kennedy; John Hughes); (3) "Education for Citizenship in the French Community of Belgium: Opportunities to Learn in Addition to the Formal Curriculum" (Christiane Blondin; Patricia Schillings); (4) "Challenges in Developing a New System of Civic Education in Conditions of Social Change: Bulgaria" (Peter Balkansky; Zahari Zahariev; Svetoslav Stoyanov; Neli Stoyanova); (5) "Canadian Citizenship Education: The Pluralist Ideal and Citizenship Education for a Post-Modern State" (Alan M. Sears; Gerald M. Clarke; Andrew S. Hughes); (6) "Education for Democracy in Colombia" (Alvaro Rodriguez Rueda); (7) "National Identity in the Civic Education of Cyprus" (Constantinos Papanastasiou; Mary Koutselini-Ioannidou); (8) "The Changing Face of Civic Education in the Czech Republic" (Jana Valkova; Jaroslav Kalous); (9) "Re-examining Citizenship Education in England" (David Kerr); (10) "Toward a Dynamic View of Society: Civic Education in Finland" (Sirkka Ahonen; Arja Virta); (11) "Concepts of Civic Education in Germany Based on a Survey of Expert Opinion" (Christa Handle; Detlef Oesterreich; Luitgard Trommer); (12) "The Discourse of Citizenship Education in Greece: National Identity and Social Diversity" (Dimitra Makriniotí; Joseph Solomon); (13) "Controversies of Civic Education in Political Transition: Hong Kong" (Lee Wing On); (14) "In Transit: Civic Education in Hungary" (Zsuzsa Matrai); (15) "Citizenship Education in a Divided Society: The Case of Israel" (Zsuzsa Matrai); (16) Italy: Educating for Democracy in a Changing Democratic Society (Orit Ichilov); (17) "National Identity and Education for Democracy in Lithuania" (Irena Zaleskiene); (18) Citizenship Conceptions and Competencies in the Subject Matter 'Society' in the Dutch Schools" (Henk Dekker); (19) "The Specific Nature and Objectives of Civic Education in Poland: Some Reflections" (Andrzej Janowski); (20) "Civic Education Issues and the Intended Curricula in Basic Education in Portugal" (Isabel Menezes; Elisabete Xavier; Carla Cibele; Gertrudes Amaro; Bartolo P. Campos); (21) "Cohesion and Diversity in National Identity: Civic Education in Romania" (Gheorghe Bunescu; Emil Stan; Gabriel Albu; Dan Badea; Octavian Oprica); (22) "The Challenge of Civic Education in the New Russia" (Leonid N. Bogolubov; Galina V. Klokova; Galina S. Kovalyova; David I. Poltorak); (23) Citizenship in View of Public Controversy in Slovenia: Some Reflections" (Darko Strajn); (24) "Abandoning the Myth of Exceptionality: On Civic Education in Switzerland" (Roland Reichenbach); and (25) "Challenges to Civic Education in the United States" (Carole L. Hahn). (LB)

IDENTIFIERS- *Missouri; Risk Reduction

This document provides supplemental assessment information to "Missouri's Framework for Curriculum Development in Health Education and Physical Education (Healthy, Active Living) K-12." The assessment annotations found in the third column of this document are intended to provide information for administrators, curriculum directors, and teachers concerning what is fair game for the new statewide assessment in 5th and 9th grades in health and physical education. Teachers attending nine regional meetings were involved in determining what content and processes should be assessed on the state assessment and what should be assessed locally. Section 1 focuses on Functions and Interrelationships of Systems (body systems and social systems). Section 2 focuses on Health Maintenance and Enhancement (personal and family health, nutrition principles and practices, consumer health, and life management skills). Section 3 focuses on Risk Assessment and Reduction (disease prevention and control; injury prevention and safety; tobacco, alcohol and other drugs; and environmental health). Section 4 discusses Efficiency of Human Movement and Performance (fundamental movement skills and games, sport skills and lifetime activities, rhythms and dance, and principles of human movement). Section 5 discusses Physical Activity and Lifetime Wellness (personal fitness/wellness, responsible personal and social behavior in physical activity settings, and injury prevention/treatment and rehabilitation). (SM)

ED 431 724   SP 038 584

Brookfield, Stephen D.; Preskill, Stephen
Discussion as a Way of Teaching. Tools and Techniques for Democratic Classrooms. The Jossey-Bass Higher and Adult Education Series.
PUB DATE- 99
NOTE- 248p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Democracy; *Democratic Values; *Discussion (Teaching Technique); Diversity (Student); Elementary Secondary Education; Group Discussion; *Grouping (Instructional Purposes); Higher Education; Sex Differences; *Student Participation; Students; Teacher Student Relationship; Teachers; Teaching Methods

This book offers a variety of practical ideas, tools, and techniques for creating democratic classrooms. It suggests exercises to get discussion started, strategies for maintaining its momentum, ways to elicit a diversity of views and voices, ideas for creative groupings and formats, and processes to encourage student participation. In exploring the role of the teacher in discussion, the book addresses the tensions and possibilities arising from ethical, cultural, social class, and gender differences. The book continually emphasizes how discussion fosters democratic participation and enhances learning. It also reviews how to balance the voices of students and teachers while still preserving the moral, political, and pedagogical integrity of discussion. The 11 chapters are: (1) "Discussion in a Democratic Society"; (2) "How Discussion Helps Learning and Enlivens Classrooms"; (3) "Preparing for Discussion"; (4) "Getting Discussion Started"; (5) "Keeping

ED 431 742 SP 038 607

Tom, Alan R.
The Moral Bases of Accountability: What I Learned through My Seminar on Accountability.
PUB DATE- 99
NOTE- 25p.; Paper presented at the Annual Meeting of the American Educational Research Association (Montreal, Quebec, Canada, April 19-23, 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Accountability; College Students; Educational Policy; Ethical Instruction; Higher Education; *Moral Values; Public Schools; State Government; State Standards; Teacher Responsibility; Teacher Student Relationship
IDENTIFIERS- North Carolina

This paper outlines the moral underpinnings of results-oriented accountability, drawing on lessons learned while teaching a seminar on accountability and highlighting the development of accountability policy in North Carolina. The paper notes that contemporary thinking about results-oriented accountability "reeks" of moral judgment. It contends that the widespread support for results-oriented accountability cannot be understood apart from identifying and depicting its fundamentally moral basis. It takes an expansive view of the moral in education, suggesting that the moral can go considerably beyond the question of the teaching of basic values and proper conduct. Beyond that realm, the paper considers the moral as embodying both the quality of the student-teacher relationship and the decision about which content is important enough to be included in the school curriculum. After describing the seminar, the paper discusses the moral responses of students and looks at the amoral readings. Next, it examines the moral roots of accountability. Finally, the paper discusses the reorientation of next year's seminar after the experience with North Carolina's accountability policy. (Contains 18 references.) (SM)

ED 431 743 SP 038 608

Steinley, Gary; Penrod, Kathryn; Reisetter, Marcy
Evaluating a Teacher Education Program: A Study of the Social and Personal Construction of the Concept "Model-Based Instruction."
PUB DATE- 99
NOTE- 14p.; Paper presented at the Annual Meeting of the American Educational Research Association (Montreal, Quebec, Canada, April 19-23, 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Elementary Secondary Education; Higher Education; *Models; Preservice Teacher Education; Program Evaluation; Student Teacher Attitudes; Student Teachers; Teacher Educators; *Teaching Methods

This paper reports the results of a program-evaluation process used by faculty of an undergraduate teacher education department in a mid-sized university; reports findings related users how to plan curriculum, assessment, and instruction. An overview of understanding includes the first three modules: (1) "Clarifying Understanding," (2) "The Backward Design Process," and (3) "The Understanding by Design Template." Stage 1, "Identify Desired Results," includes (4) "Identifying Enduring Understandings," (5) "From Topics and Skills to Understandings," and (6) "Framing Units around Essential Questions." Stage 2, "Determine Acceptable Evidence," includes (7) "Evidence of Understanding," (8) "Transforming Understandings into Performances," (9) "Designing Performance Tasks," (10) "Designing Scoring Rubrics," and (11) "Anchoring Unit Designs." Stage 3, "Plan Learning Experiences and Instruction," includes (12) "Engaging and Effective Design," (13) "Uncoverage," (14) "Misunderstanding," (15) "Where," (16) "Questions to Guide Teaching," (17) "Teaching Approaches," (18) "A Story Structure for Curriculum Design," and (19) "Curriculum as Task Analysis." A section entitled "Testing and Peer Review" includes (20) "Testing Designs Against Standards" and (21) "Peer Review." (SM)

ED 431 761   SP 038 629

Making Standards Work! A Teacher's Guide to Contextual Learning: Integrating Academic Content Standards with Career Development and Workplace Competencies.
PUB DATE- 99
NOTE- 118p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Academic Standards; *Career Development; *Context Effect; Course Content; *Education Work Relationship; Elementary Secondary Education; *Integrated Curriculum; Job Skills; *State Standards
IDENTIFIERS- Colorado
This publication is a tool to help educators weave academic content standards, assessments, and school-to-career methods into an integrated and comprehensive educational strategy that prepares all students to meet their future goals. Examples included in the publication were created by Colorado educators to provide a vision of how teachers can deliver instruction in ways that help students reach high academic standards, develop effective work habits, and gain career knowledge. The handbook includes four sections: (1) "Workplace Competencies," which presents the Colorado General Workplace Competencies; (2) "Opportunities for Success," which offers guidelines for educators as they help special populations of students with diverse needs meet academic content standards and participate in school-to-career opportunities; (3) "Integration Matrices and Classroom Activities," which features grids with examples of how the Colorado General Workplace Competencies cross-reference with the Colorado Model Content Standards for reading and writing; and (4) "Sample Rubric," which explains that a rubric is a descriptive measurement for defining what a student knows and can do and provides a sample rubric. (SM)

ED 431 762   SP 038 630

Brooks, Jacqueline Grennon; Brooks, Martin G.
In Search of Understanding. The Case for Constructivist Classrooms. Revised.

Models of Curriculum-Based Assessment: A Blueprint for Learning. Third Edition.
PUB DATE- 99
NOTE- 245p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Curriculum; Elementary Secondary Education; Models; *Student Evaluation; *Teacher Made Tests; *Test Construction; Test Use

Curriculum-based assessments (CBAs) are teacher-constructed tests designed to measure students' skill achievements at specified grades directly. This book explains how to generate and revise CBA systems, which can be developed for various types of curriculum. The chapters are: (1) "CBAs for Reading"; (2) "CBAs for Written Expression"; (3) "CBAs for History and Social Studies"; (4) "CBAs for Math"; (5) "CBAs for Science"; (6) "CBAs for Dictionary Skills"; and (7) "CBAs for Following Directions and Using Study Skills." (Contains 142 references.) (SLD)

ED 431 783 TM 029 833

Bernhardt, Victoria L.
The School Portfolio: A Comprehensive Framework for School Improvement. Second Edition.
PUB DATE- 99
NOTE- 252p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Computer Uses in Education; Criteria; *Educational Improvement; Educational Technology; Elementary Secondary Education; *Integrated Activities; Models; Partnerships in Education; *Portfolio Assessment; Professional Development
IDENTIFIERS- California

This book explains how California schools, working with the "Education for the Future" initiative, have integrated technology and data-based decision making into their school improvement efforts. The book is a guide to improving school performance by constructing a school portfolio. The chapters are: (1) "Introduction: The Need for a Framework for School Improvement"; (2) "A Framework for School Improvement: The School Portfolio"; (3) "Criteria for Assessing School Improvement"; (4) "Information and Analysis"; (5) "Student Achievement"; (6) "Quality Planning"; (7) "Professional Development"; (8) "Leadership"; (9) "Partnership Development"; (10) "Continuous Improvement and Evaluation"; and (11) "Putting It All Together." Four appendixes contain improvement continuums, sample staff-developed rubrics; an outline of the continuous improvement process, and sample questionnaires. (Contains 15 tables, 53 figures, and 97 references.) (SLD)

ED 431 784 TM 029 864

Hohn, Alisabeth M.; Veitch, William R.
The Colorado Basic Literacy Act: Multiple Measures in Action.
PUB DATE- 99

was a successful approach. About 36% of student responses described something about their thinking processes, but most of the content of these responses was closely related to behaviors and perceptions. The overall impression from the interviews was that students were focused primarily on getting the task done. How these findings relate to the proposed model of long-term working memory is not yet clear, but further studies will explore how students experience and understand their involvement in classroom activities. An appendix describes types of student responses to the videos. (Contains 2 figures, 3 tables, and 33 references.) (SLD)

ED 431 802   TM 029 888

Kane, Michael
The Role of Generalizability in Validity.
PUB DATE- 99
NOTE- 12p.; Paper presented at the Annual Meeting of the National Council on Measurement in Education (Montreal, Quebec, Canada, April 19-23, 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Error of Measurement; *Generalizability Theory; *Test Interpretation; *Validity
IDENTIFIERS- *Invariance

The relationship between generalizability and validity is explained, making four important points. The first is that generalizability coefficients provide upper bounds on validity. The second point is that generalization is one step in most interpretive arguments, and therefore, generalizability is a necessary condition for the validity of these interpretations. It is also noted that the interpretive argument determines the appropriate estimate of generalizability. The fourth point is that generalizability provides justification for the syntactical content of construct labels. From each of these four perspectives, generalizability can be seen as a necessary, but not sufficient, condition for validity. The invariance assumptions are an integral part of validity, and standard errors and G coefficients quantify, in different ways, how well the invariance assumptions hold. (SLD)

ED 431 803   TM 029 889

Dorman, Jeffrey P.
The Development of an Instrument To Assess Institutional-Level Environment in Universities.
PUB DATE- 99
NOTE- 21p.; Paper presented at the Annual Meeting of the American Educational Research Association (Montreal, Quebec, Canada, April 19-23, 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *College Faculty; *Educational Environment; Evaluation Methods; Foreign Countries; *Higher Education; *Institutional Characteristics; Teacher Attitudes; *Test Construction
IDENTIFIERS- Australia

This study reports the development and validation of an

Tables (Data)
IDENTIFIERS- *Baccalaureate and Beyond Longitudinal Study (NCES)

The Baccalaureate and Beyond Longitudinal Study (B&B) tracks the experiences of a cohort of college graduates who received their baccalaureate degrees during the 1992-93 academic year and who were first interviewed as part of the National Postsecondary Student Aid Study. The experiences of this group in the areas of academic enrollment, degree completion, employment, public service, and other adult decisions will be followed for about 12 years. The B&B 1993/97 survey is the second in a series of four planned followup interviews of students from this cohort. Data were collected from 11,192 individuals in 1997 through telephone and field interviews. This report describes the study methodology. The first chapter provides an overview of the B&B study. Chapter 2 describes the B&B sample design for the initial, first followup, and second followup studies. Chapter 3 describes the preparation for the data collection process, and chapter 4 details the data collection process. Response rates are discussed in chapter 5, and chapter 6 evaluates the interview instrument. Chapter 7 considers study weights and design effects development. As the B&B study unfolds, it will provide information on: (1) educational attainment and outcome; (2) access to graduate and professional schools; (3) rate of return on educational investment; and (4) patterns of preparation for, and engagement in, teaching. Appendixes comprising almost 90% of the document include a list of technical review panel members, list of variables, survey instruments, and other support material. (Contains 35 tables and 4 figures). (SLD)

ED 431 824 TM 030 087

Improving America's Schools through Educational R&D. Regional Educational Laboratories 1998 Annual Report.
PUB DATE- 99
NOTE- 33p.; For the 1997 report, see ED 423 315. Some pages printed on colored paper; photographs may not reproduce clearly.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Annual Reports; *Educational Research; Elementary Secondary Education; Federal Aid; *Information Dissemination; Networks; *Partnerships in Education; *Research and Development; Research Utilization; *Technical Assistance
IDENTIFIERS- Office of Educational Research and Improvement; *Regional Educational Laboratories

The network of 10 Regional Educational Laboratories, in partnership with state and local educators, helps schools use research and proven practice to make a difference for children. This report highlights major 1998 accomplishments of the laboratory program supported by contracts with the U.S. Department of Education. In 1998, the Regional Laboratories expanded core support to schools, and new initiatives were mounted. In particular, the Comprehensive School Reform Demonstration Program galvanized activity across the United States, with the Regional Laboratories providing critical assistance. In addition, in 1998 the number of development sites supported by the Regional Laboratories increased from 494 to 615, and the number of application sites increased from 236 to 328. In the same year, the Laboratories more than doubled the number of clients receiving products, and they participated in 171 different partnerships. Laboratories also delivered more than 100 technical assistance workshops attended by 6,000 booklet explores ideas for implementing parent-involvement programs, outlines the potential pitfalls of such programs, and investigates what some schools in the northwestern United States are doing to involve parents successfully. For purposes of this discussion, parent involvement is defined as the active, ongoing participation of a child's parent or guardian in the child's education. Eight parent involvement programs are described. (Contains 20 references.) (SLD)

ED 431 846   UD 033 008

Stokes, Laura
"When You're Talking about Race, You're Talking about People": Teachers Learning about Race and Equity through Diverse Forms of Inquiry.
SPONS. AGENCY- Andrew W. Mellon Foundation, New York, NY.
PUB DATE- 99
NOTE- 24p.; Paper presented at the Annual Meeting of the American Educational Research Association (Montreal, Quebec, Canada, April 19-23, 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Educational Change; Educational Practices; Elementary Education; *Elementary School Teachers; *Equal Education; *Inquiry; *Racial Differences; School Restructuring; *Teacher Attitudes; Urban Schools
IDENTIFIERS- Reflective Inquiry; Reform Efforts

This paper explores the reform content and specific teacher learning conditions that enabled teachers at an urban California elementary school to find ways to examine the effects of their practices on students and to reflect on the values and beliefs underlying their practices. Over 5 years, a professional culture of inquiry developed, as required by state legislation that built explicit practitioner inquiry into the restructuring of participating schools. Teachers at the school developed multiple forms of inquiry activity, and each form of inquiry created different conditions for learning. The three forms of inquiry that were identified were: (1) whole-school assessment of learning outcomes; (2) small-group action research projects; and (3) individual reflection with small group support. The variation in learning opportunity was vitally important to the school community's ability to address the issues of race and equity that were central to their capacity to support the learning of all students. Different conditions enabled teachers to focus on different units of analysis and change and to gain knowledge and skills related to different problems and questions. (Contains 2 tables, 1 figure, and 27 references.) (SLD)

ED 431 847   UD 033 009

Berk, Eric Vanden; Wodtke, Kenneth
Beliefs about Intelligence and the Causes of Economic Inequality: Opinions on "The Bell Curve."
PUB DATE- 99
NOTE- 27p.; Paper presented at the Annual Meeting of the American Educational Research Association (Montreal, Quebec, Canada, April 19-23, 1999).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150),Test, Questionnaires,

IDENTIFIERS- *Developmentally Appropriate Programs; Texas (South)

A new teacher confronted the reading and writing needs of 22 fifth-graders in a small South Texas community that is home to Mexican American migrant laborers. The children, many of them Spanish language-dominant, were performing significantly below grade-level norms; many did not read or write at all. In 1 year, these students were reading and writing, had learned the required curriculum, and were promoted to the sixth grade. This book tells the story of how that happened. After an introductory first chapter, chapter 2 describes the children, their prior experiences, and their previous lack of success in learning to read and write well enough to perform school tasks. Chapter 3 describes daily journal writing by students and responses by the teacher. Through this interaction, the students and teacher revealed their likes and dislikes, discussed the curriculum, and developed a relationship. Chapter 4 discusses how introducing play into writing and allowing students to select themes helped develop writing skills. Playful writing activities resulted in five class-published collections. Publishing increased children's attention to spelling and editing. Chapter 5 relates how letting the class choose writing topics integrated the entire curriculum with reading and writing. The final chapter recounts the year's success, as expressed by the students in autobiographies written at the end of the year and by the school's reading tests. An epilogue recommends essential pedagogical changes, addresses the issue of equal status for all languages spoken in the classroom, and notes that all the students graduated from high school. Contains 63 references and many examples of student writing. (TD)

ED 431 563 RC 021 817

Luykx, Aurolyn
The Citizen Factory: Schooling and Cultural Production in Bolivia. SUNY Series: Power, Social Identity, and Education.
PUB DATE- 99
NOTE- 442p.; Foreword by Douglas Foley.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Reports - Research/Technical (143)
DESCRIPTORS- American Indian Education; American Indians; Classroom Communication; *Culture Conflict; Educational Anthropology; Educational Practices; Elementary Secondary Education; Ethnicity; Ethnography; Foreign Countries; Hidden Curriculum; Higher Education; Ideology; Indigenous Populations; Latin Americans; *Preservice Teacher Education; *Preservice Teachers; Resistance (Psychology); Rural Education; *Socialization; *Student Experience
IDENTIFIERS- *Aymara People; *Bolivia; Hegemony

This book attempts to engage theoretical questions of ethnicity, ideology, and identity as they are lived out by Aymara students in a small teachers' college in rural Bolivia. A year of fieldwork at the Escuela Normal Rural "Kollasuyo" focused on the experiences of Aymara students during their intensive training to become rural teachers, the primary disseminators of "national culture" to the rural population. On one level, the book is about analyzing "the way things are" in Bolivian teacher education--how certain conceptions of teachers and teaching arise, what conditions maintain these concepts, how educational practices affect students, and how students resist these practices and their effects. On another level, it is about questions of identity in modern nation-states, the school's role in the reproduction of the social order,

LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Discovery Learning; *Experiential Learning; Learning Experience; Learning Strategies; *Personality Development; *Psychoeducational Methods; Self Concept; Self Disclosure (Individuals); Teacher Student Relationship
IDENTIFIERS- *Facilitators; Psychological Influences; *Self Awareness

Defining moments are situations that ask us to step forward in irreversible courses of action that shape our personal or professional identities. These moments of truth happen quickly and reveal something new about ourselves that had been hidden or only partially known. In a process known as "edgework," experiential educators and therapists invite participants outside their comfort zone into an area of the unknown and the unpredictable. The edge of the comfort zone is a place of imbalance where learning, insights, and self-knowledge occur and where defining moments may happen. Psychological conditions that facilitate learning and create a ripe environment for the emergence of defining moments include hope, effort, constructive level of anxiety, trust, perceived risk, and sense of unpredictability. The skills of a facilitator can shape and support defining moments. The facilitator must attend to the emotional needs of students and clients by establishing learning environments that are physically and emotionally safe. Simultaneously, the facilitator should establish rapport and honor participants' right to choose their level of involvement. Pitfalls for the facilitator to avoid are listed, and facilitator actions before, during, and after the learning experience are outlined. (SV)

ED 431 581 RC 022 028

Long, Vonda; Scherer, David
Four Step Model for Experiential Counseling.
PUB DATE- 98
NOTE- 4p.; In: Selected Monographs from the Association for Experiential Education International Conference (26th, Incline Village, Nevada, November 5-9, 1998); see RC 022 022.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adventure Education; Communication Skills; *Counseling Techniques; Counselor Client Relationship; Counselor Role; *Experiential Learning; *Group Counseling; Individual Development; *Outdoor Leadership; Theory Practice Relationship

As experiential counseling gains wider acceptance, it becomes more important to operate from a structural framework promoting effective and ethical practices. This paper outlines a four-part model of experiential counseling: theoretical foundations, experiential activity and personnel, processing and communication skills, and prerequisites for participant safety. Advantages to using outdoor experiential pursuits as the basis for counseling are discussed. The importance of working from a

Mathematics Education; Science Education; *Sex Differences; *Socioeconomic Influences
IDENTIFIERS- *Science Achievement; *Third International Mathematics and Science Study
The purpose of this study was to use secondary analysis of a database known as the Third International Mathematics and Science Study (TIMSS) to examine the differences in a student's opportunity to learn mathematics and science and the differences in classroom teaching practices and delivery of the curriculum, and to investigate those variables associated with gender and socioeconomic equity in a student's mathematics and science achievement. The aim was to investigate mathematics and science achievement of 13-year-old students from four countries who participated in the TIMSS study--Australia, Canada, England and the United States--and to identify those aspects and practices of the educational systems in those countries that successfully promote student mathematics and science learning. Those factors associated with gender differences and socioeconomic differences were investigated using a multilevel model of analysis--that is, the random gender slope and the random socioeconomic status slope were both fully investigated. In order to achieve this goal, the TIMSS data were used and this study included the Australian, Canadian, English and U.S. TIMSS data. The usefulness of this research for enhancing the scientific and technological skills of a country is established both in terms of the quality and the uniqueness of the data, the untapped potential of the data bases, advanced statistical techniques, previous research experience, availability of expert advice and resources, the identification of gender and socioeconomic issues and the problem of lack of equity in mathematics and science achievement. Contains 47 references. (Author/WRM)

ED 431 602 SE 062 534

Fierros, Edward Garcia
Examining Gender Differences in Mathematics Achievement on the Third International Mathematics and Science Study (TIMSS).
PUB DATE- 99
NOTE- 34p.; Paper presented at the Annual Meeting of the American Educational Research Association (Montreal, Quebec, Canada, April 19-23, 1999).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Achievement; Educational Assessment; International Studies; *Mathematics Achievement; Mathematics Education; Secondary Education; *Sex Differences
IDENTIFIERS- *Third International Mathematics and Science Study
The Third International Mathematics and Science Study (TIMSS) offers a unique opportunity to examine some of the issues related to gender differences in mathematics achievement in an international context. TIMSS report of 8th grade mathematics achievement revealed few significant differences in mean achievement by gender; differences that did exist, however, tended to favor males. The TIMSS report of students in their final year of secondary school found significant gender differences favoring males in mathematics literacy (i.e., application of mathematics to everyday problems), and even greater differences favoring males in advanced mathematics. Previous cross-national studies, including TIMSS, have examined gender differences in secondary school mathematics achievement overall and by content area, but few have looked at gender

*Portfolio Assessment; *Student Attitudes; *Student Evaluation
This paper comments on three concepts in mathematics that need harmonizing: attitudes, mathematics, and evaluation. Some ways of evaluating achievement are suggested. Discusses portfolios as an evaluation process and provides information about additional assessment procedures. (ASK)

ED 431 624 SE 062 655

Pothier, Yvonne M., Ed.
Canadian Mathematics Education Study Group = Groupe Canadien d'etude en didactique des mathematiques. Proceedings of the Annual Meeting (22nd, Vancouver, British Columbia, Canada, May 29-June 2, 1998).
PUB DATE- 98
NOTE- 162p.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Algebra; Classroom Communication; Computer Uses in Education; Educational Assessment; Educational Technology; Elementary Secondary Education; Foreign Countries; *Mathematics Achievement; *Mathematics Instruction; Mathematics Teachers; Number Concepts; Professional Development; Word Problems (Mathematics)
IDENTIFIERS- Canada
This proceedings includes the following papers: (1) "Structure of Attention in Teaching Mathematics" (John Mason); (2) "Communicating Mathematics or Mathematics Storytelling" (Kathy Heinrich); (3) "Assessing Mathematical Thinking" (Florence Glanfield and Pat Rogers); (4) "From Theory to Observational Data (and Back Again)" (Carolyn Kieran and Jo Towers); (5) "Bringing Ethnomathematics into the Classroom in a Meaningful Way" (Kgomotso Garegae-Garekwe); (6) "Mathematical Software for the Undergraduate Curriculum" (Frederic Gourdeau, Michael B. Monagan, and Joel Hillel); (7) "Professional Development for Preservice Mathematics Teachers" (Nadine Bednarz and Linda Gattuso); (8) "How Does the Achievement of Canadian Students Compare to That of Students in Other Countries?" (David Robitaille); (9) "The Commonsense of Teaching" (David Wheeler); (10) "A Look at the Conference Logo" (Klaus Hoechsmann); (11) "Preservice Primary Teachers' Beliefs about Mathematics and Levels of Cognitive Functioning" (Sandra Frid); (12) "Where Do I Want Students' Attention? And What Can I Do To Affect Their Attention?" (Dave Hewitt); (13) "Impact Math: A Mathematics Reform Project for Ontario Grade 7 and 8 Teachers" (Doug McDougall); (14) "A Man Left Albuquerque Heading East: Word Problems as Foundational Narrative in Mathematics Education" (Susan Gerofsky); (15) "Learning Algebra Personally" (Ralph Mason); (16) "Exemplary Mathematics Teachers: Subject Conceptions and Instructional Practices" (Geoffrey Roulet); (17) "Recognizing and Supporting Children's Conceptions of Number" (Heather Kelleher); and (18) "Learning to Teach Prospective Teachers: A Teacher Educator's View" (Cynthia Nicol). (ASK)

ED 431 625 SE 062 659

Ediger, Marlow
Problems in Teaching Science.
PUB DATE- 99
NOTE- 8p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.

Regulations." Each lesson includes descriptions of cases and background information, objectives, key concepts and vocabulary, student activities, student handouts, supplemental activities, and can be adapted for use with elementary students. (MM)

ED 431 646 SO 029 750

Lind, Ted; Sorin, Gretchen Sullivan; Mack, Stevie; Fiore, Jennifer, Ed.
The Natural Palette: Hudson River Artists and the Land. Teacher's Guide. Curriculum Resource: Grades 4 through 12.
PUB DATE- 97
NOTE- 125p.; Accompanying color prints and video not available from EDRS.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- American Indian Culture; Art; Art Activities; Art Education; *Art History; Artists; Authors; Elementary Secondary Education; Geography; *Interdisciplinary Approach; Social Studies; United States History; Visual Arts
IDENTIFIERS- *Hudson River School (Art); Landscape Painting
This interdisciplinary curriculum guide resource kit focuses on 19th-century Euro-American painters of the Hudson River School. Lessons are designed to encourage student recognition of the significant impact of North American Indians, the natural environment, and the romantic period writers and philosophers artists and their work. The guide organizes lessons into six unit chapters as follows: (1) "What is Nature?"; (2) "Euro-American Art before the Hudson River School"; (3) "North American Indians and Nature"; (4) "Early American Writers and Nature"; (5) "Early American Artists and Nature": and (6) "The Final Years of the Hudson River School and the Legacy Thereafter." Each chapter refers to an art exemplar that is included in the resource kit as a color poster and is reproduced as black and white in the text and presents several lessons or activities based on the chapter theme. Activities include art making, map reading, poetry writing, journal keeping, and nature observations. Each chapter provides achievement standards, objectives, needed materials, motivating or art making activities, discussion, assessment, and extension suggestions. Artists' and authors' background information is given when relevant. This curriculum resource guide contains reproducible masters, resource lists (24 items), and National Visual Arts Standards are given, and color prints. A video and color prints may be ordered separately. (MM)

ED 431 647 SO 029 751

DeRoche, Edward F.; Williams, Mary M.
Educating Hearts and Minds. A Comprehensive Character Education Framework.
PUB DATE- 98
NOTE- 214p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Curriculum Design; Curriculum Development; Elementary Secondary Education; *Ethical Instruction; Ethics;

geography, civics, economics, and global interdependence, for K-2, 3-5, 6-8, and 9-12 social studies. The framework provides a glossary of relevant terms and a 26-item bibliography. (BT)

ED 431 666 SO 030 665

Siraj-Blatchford, Iram; Odada, Matthew; Omagor, Martin
The School Improvement Project of the Aga Khan Education Service: Uganda. Evaluation Report Prepared for the Aga Khan Foundation.
PUB DATE- 97
NOTE- 80p.; Photographs may not reproduce well.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Elementary Education; Foreign Countries; Inservice Teacher Education; Program Development; Program Effectiveness; Program Evaluation; Program Implementation; *Student Centered Curriculum; Teacher Education Programs; Teaching Methods
IDENTIFIERS- *Uganda (Kampala)

This evaluative study looks at the Kampala (Uganda) Schools' Improvement Project (SIP). The purpose of the project, which lasted from 1994 to 1997, was to improve the quality of teaching and learning in Kampala primary schools by promoting and then institutionalizing the adoption of child-centered teaching methods and resources in project schools. Project strategies involved training teachers in workshop settings, providing instructional materials to support learning, and providing on-the-job training and follow-up support for teachers. Key questions of this project evaluation were: (1) how well did SIP activities lead to achievement of the objectives? (2) what were the strengths of SIP effects in terms of teachers, schools, and the Teacher's Resource Centre? (3) what is the significance in relation to wider Ugandan education? (4) is the SIP infrastructure adequately developed to meet project needs and sustain long term impact? (5) how appropriate was the project strategy? and (6) what recommendations are suitable for further project development. Although positive results were recorded in key question areas 1 through 4, certain weaknesses were noted. It was found that teachers remained unclear about the educational objectives of the child-centered approaches being adopted. SIP implementation seemed strongest in infant classes and least effective in upper grades. Recommendations were given for addressing these difficulties and for dealing with problems regarding future sustainability of the project. (MM)

ED 431 667 SO 030 698

New Directions: Delaware First in Education. State of Delaware Social Studies Curriculum Framework: Content Standards. Volume One.
PUB DATE- 95
NOTE- 193p.; For Volume Two, see SO 030 699.
LANGUAGE- English
EDRS Price- MF01/PC08 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Academic Standards; *Citizenship Education; Civics; Economics; Elementary Secondary Education; Geography; History; *Public Schools; *Social Studies; State Curriculum Guides; *State Standards; Student Educational Objectives
IDENTIFIERS- *Delaware

The mission of "New Directions for Education in Delaware" is to improve students' academic achievement so that their knowledge

Service-Learning: Does It Affect Attitudes, Grades, and
Attendance of Students Who Participate?
PUB DATE- 96
NOTE- 35p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Attitude Measures; High School Students; High
Schools; Likert Scales; Pretests Posttests; Semantic
Differential; *Service Learning; *Student Attitudes; *Student
Participation; Student Surveys

In spring 1996 Franklin County (KY) schools conducted a research project with three teachers at Western Hills High School to determine whether student attitudes change as a result of becoming involved in service learning. Each teacher used one class for a test group and another for a control group. Two types of pre- and posttests were given to each group of students. One test gathered information on attitudes toward subject matter, the teacher, and the specific project with which the students would become involved. The other test targeted attitudes students had toward themselves, their community, and volunteering. In addition, pre- and post-project records were kept on grades and attendance for each student group. Each test group was involved in their own service-learning project (an algebra class worked with senior citizens; a pre-algebra class tutored elementary students; and a physical science class painted playground equipment, conducted soil testing, and taught elementary students about the laws of motion). Results indicated that overall, grades and attendance did not improve for the test students after involvement in the projects. Findings suggest two trends: (1) long-term projects with the same service recipients can have more of an impact than one-time or indirect projects; and (2) becoming involved in service learning has a more positive impact on student attitudes toward a social issue or group of people than on grades or attendance. Contains extensive data and a five-item bibliography. Likert tests are appended for the three projects and the semantic differential test for all three projects. (BT)

ED 431 688 SO 030 861

Brown, L. Joan; Bender, Ellen
Examples of Community Service Learning Projects in Massachusetts
School-Based CSL Programs, 1995-1996.
SPONS. AGENCY- Massachusetts State Dept. of Education, Boston.
PUB DATE- 96
NOTE- 25p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions)
(141)
DESCRIPTORS- Elementary Secondary Education; Evaluation Criteria;
Partnerships in Education; Preschool Education; *School
Community Programs; *Service Learning; Social Studies
IDENTIFIERS- Learning Partners; *Massachusetts

This report recounts that many impressive projects in Massachusetts Learn and Serve America school-based sites have been observed. The term "project" is used in the report to refer to community service learning (CSL) as it is incorporated into classroom instruction. In general, the report notes, the projects ranged from simple to complex, short-term to year-long, individual classroom to whole school, sometimes involving a schoolwide theme. It states that there are five Massachusetts school districts in which CSL implementation was intended as a

ED 431 706   SO 031 053

Stotsky, Sandra
Civic Writing in Education for Democratic Citizenship. ERIC Digest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 99
NOTE- 4p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- *Citizenship Education; *Civics; Democracy; Language Arts; Law Related Education; Secondary Education; Social Studies; Writing Across the Curriculum; Writing Evaluation
IDENTIFIERS- *Civic Writing; ERIC Digests

Civic writing is an intellectual skill that is needed for effective and responsible participation in civil society and government. This Digest examines the concept of civic writing, identifies its purposes in democratic citizenship, and discusses how to teach it. Civic writing includes formal legal writing (speeches, petitions, resolutions), formal organizational writing (minutes of meetings, agendas, memos, newsletters), and informal and personal writing (letters to friends, relatives, neighbors supporting or opposing candidates for public office). There are five major purposes for civic writing: (1) to personalize civic relationships with public officials and/or to express a civic identity with other citizens; (2) to obtain information or assistance; (3) to provide public information or to offer a public service; (4) to evaluate public officials or services; and (5) to advocate for people or causes. Advocacy civic writing is clustered around five distinct types of political activities: (1) soliciting support for a civic or political organization; (2) supporting or opposing public officials or candidates; (3) supporting, opposing, or modifying existing or proposed laws or policies; (4) creating or removing laws; and (5) advocating new political structures or procedural rules. Civic writing can be taught by asking students to read, analyze, and judge the participatory writing of local citizens using the community newspaper. Topics to explore in this process are intended readers, tone, content, explicit purpose, accuracy, honesty, fairness, relevant information, courtesy, logical reasoning, and concern for the common good. (JH)

ED 431 707   SP 038 431

Shoho, Alan R.; Martin, Nancy K.
A Comparison of Alienation among Alternatively and Traditionally Certified Teachers.
PUB DATE- 99
NOTE- 20p.; Paper presented at the Annual Meeting of the American Educational Research Association (Montreal, Quebec, Canada, April 19-23, 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Alternative Teacher Certification; Elementary Secondary Education; Graduate Study; Higher Education; Preservice Teacher Education; *Teacher Alienation; Teacher

Discussion Going Through Questioning, Listening, and Responding"; (6) "Keeping Discussion Going Through Creative Grouping"; (7) "Discussion in Culturally Diverse Classrooms"; (8) "Discussing Across Gender Differences" (written with Eleni Roulis); (9) "Keeping Students' Voices in Balance"; (10) "Keeping Teachers' Voices in Balance"; and (11) "Evaluating Discussion." (SM)

ED 431 725 SP 038 585

Seifert, Kelvin L.
Constructing a Psychology of Teaching and Learning.
PUB DATE- 99
NOTE- 563p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Behaviorism; Child Development; Classroom Techniques; Cognitive Psychology; *Constructivism (Learning); Diversity (Student); *Educational Psychology; Educational Research; Elementary Secondary Education; Higher Education; Interpersonal Competence; Parents; Sex Differences; Social Influences; Social Psychology; Special Needs Students; Student Behavior; Student Evaluation; Student Motivation; Teacher Role; Teacher Student Relationship; Teachers; Thinking Skills; Values Education
IDENTIFIERS- Cognitive Sciences; Social Constructivism

This book resembles a textbook in educational psychology, but it is unique in its basis in constructivist views and philosophy (particularly those that are social constructivist). The book has 14 chapters divided into five major sections. Chapter 1, "Starting With You," which is not part of any section, describes the overall purposes of the book. Section 1, "Human Change," includes (2) "Learning, in School and Out"; (3) "Thinking About Thinking"; and (4) "Developmental Change." Section 2, "Relationships," includes (5) "What Teachers Do," (6) "Motivating and Managing Your Class," and (7) "Among Classmates and Parents." Section 3, "The Social and Cultural Context," features (8) "The Meaning of Classroom Talk," (9) Gender and Culture as Influences on Learning," and (10) "Teaching Students with Special Needs." Section 4, "Identifying Success and Value in Teaching," includes (11) "Assessing Students' Learning," (12) "Hearing Distant Voices: Interpreting Educational Research," and (13) "Care and Justice in Teaching and Learning." Section 5, "Reflections," offers (14) "Looking Ahead." (SM)

ED 431 726 SP 038 586

Kulinna, Pamela Hodges; Silverman, Stephen
Stability of Teachers' Attitudes toward Curriculum in Physical Education.
PUB DATE- 99
NOTE- 16p.; Paper presented at the Annual Meeting of the American Educational Research Association (Montreal, Quebec, Canada, April 19-23, 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Attitude Change; Attitude Measures; Elementary

to how program participants socially constructed the concept of Model-Based Instruction (MBI) over 9 years; and discusses how individuals constructed the concept of MBI. Participants in the program were teachers in the field who worked with preservice students, university educators who taught in the professional semesters, and student teachers. Participants completed several interviews on what MBI meant to them and how they would explain it. Data analysis indicated that the social construction of MBI has gone through three stages of concept development and is now in the fourth. At different stages, certain understandings of MBI seem more pervasive. Results highlighted six concept-based categories of MBI. There was some relationship between when practicing teachers entered the university program and their concept of MBI. Some forms and practices used in the program (e.g., student observation forms) tended to promote concepts of MBI that did not parallel the concept being taught in class. The structure of the second professional semester was based on and reinforced earlier concepts of MBI. The study noted that MBI is only a concept which will continue to change and grow to provide a better fit for the work being done. (SM)

ED 431 744 SP 038 610

Elliott, Anne; Drake, Susan M.
Concentric Storying: A Vehicle for Professional Development in Teacher Education.
PUB DATE- 99
NOTE- 17p.; Paper presented at the Annual Meeting of the American Educational Research Association (Montreal, Quebec, Canada, April 19-23, 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Cooperative Learning; Elementary Secondary Education; Graduate Study; Higher Education; *Personal Narratives; Preservice Teacher Education; *Story Telling; Teacher Collaboration; Teacher Educators; Teaching Methods
IDENTIFIERS- Reflective Thinking

This paper introduces a method of storying called concentric storying, describing its development as a vehicle for both personal growth and professional development in preservice teacher education. Concentric storying is the process of deconstructing personal stories to reveal the core values and beliefs and acting as a catalyst for the reconstruction of a new story governed by new beliefs and values. Concentric storying is a collaborative process whereby the reflections on story are made within a group. It offers a unique alternative model for professional development that can benefit teacher educators, action researchers, preservice students, and graduate education students. While concentric storying has proven to be a powerful vehicle for most students, there are some students who cannot make any connections across their stories. This tends to be linked to acceptance of story as a legitimate learning tool and the skill level of the group members to be both reflective and collaborative. Concentric storying has value as a classroom tool, and students tend to respond positively to the process. (Contains 41 references.) (SM)

ED 431 745 SP 038 611

Levin, Barbara B.; Truscott, Elizabeth H.

PUB DATE- 99
NOTE- 145p.; "With a new introduction by the authors." For previous edition, see ED 366 428.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Cognitive Development; Concept Formation; *Constructivism (Learning); Elementary Secondary Education; Student Evaluation; Teacher Student Relationship; Thinking Skills

This book presents a case for the development of classrooms in which students are encouraged to construct deep understandings of important concepts. The book contains 3 parts with 10 chapters. Part 1, "The Call for Constructivism," includes (1) "Honoring the Learning Process," (2) "Considering the Possibilities," and (3) "Coming to Know One's World." Part 2, "Some Guiding Principles of Constructivism," includes (4) "Posing Problems of Emerging Relevance to Students," (5) "Structuring Learning Around Primary Concepts: The Quest for Essence," (6) "Seeking and Valuing Students' Points of View," (7) "Adapting Curriculum to Address Students' Suppositions," and (8) "Assessing Student Learning in the Context of Teaching." Section 3, "Creating Constructivist Settings," includes (9) "Becoming a Constructivist Teacher" and (10) "Pursuing Meaningful Victories." Each chapter contains references. (SM)

ED 431 763 SP 038 631

Sweller, John
Instructional Design in Technical Areas. Australian Education Review, No. 43.
PUB DATE- 99
NOTE- 168p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Cognitive Development; *Cognitive Processes; Elementary Secondary Education; Foreign Countries; Mathematics Education; *Problem Solving; Science Education
IDENTIFIERS- Australia

This book details the findings from a research team that used cognitive principles and a large range of experiments to devise a variety of instructional designs. Their recommendations are based on 20 years of objective, published research. Although the program focused on technical subjects, the findings can easily be applied to a range of language-based, non-technical areas. Topics include aspects of cognitive architecture relevant to instructional design, cognitive load theory, instructional designs associated with learning to solve problems, and mixing audio and visual materials. The book provides instructional designers, teachers, trainers, and education students with techniques to develop students' understanding, learning, and problem solving. There are eight chapters: (1) "Our Cognitive Architecture," (2) "Element Interactivity and Intrinsic Cognitive Load," (3) "Cognitive Load Theory," (4) "Instructional Designs Associated with Learning to Solve Problems," (5) "Formatting Text and Diagrams:

NOTE- 10p.; Paper presented at the Annual Meeting of the American Educational Research Association (Montreal, Quebec, Canada, April 19-23, 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Comparative Analysis; *Elementary School Students; Evaluation Methods; Grade 3; *Low Achievement; *Measurement Techniques; Performance Based Assessment; Primary Education; Reading Achievement; State Legislation
IDENTIFIERS- *Basic Literacy Act (Colorado 1996); *Multiple Measures Approach

The Colorado Basic Literacy Law, enacted in 1996, requires that school districts report the number and percentage of students who are reading at or above grade level in grade 3, are on individualized literacy plans, or improve their reading achievement by two or more grade levels in a single year. The law requires the use of multiple indicators or a "body of evidence" for the first two of the requirements. This paper describes the impact of the new law on Colorado school districts and the multiple measures districts are using. The focus is on the first requirement, the number and percentages of third graders reading at or above the third grade level. The decision is based on standardized test results from an individual reading inventory and the state's third-grade reading test. A third indicator may be added, chosen from the state's approved list. Each district must set performance expectations for each instrument, and each must determine how to combine the evidence from multiple measures. As procedures now stand, information from the various districts will not be comparable because districts set their own cut points and make their own combining rules. An attachment lists the third grade reading proficiencies. (SLD)

ED 431 785 TM 029 870

Leung, Chi K.; Chang, Hua H.; Hau, Kit T.
An Enhanced Stratified Computerized Adaptive Testing Design.
PUB DATE- 99
NOTE- 19p.; Paper presented at the Annual Meeting of the American Educational Research Association (Montreal, Quebec, Canada, April 19-23, 1999).
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Adaptive Testing; *Computer Assisted Testing; *Item Banks; Test Construction
IDENTIFIERS- *Stratification; *Test Security

An a-stratified design (H. Chang and Z. Ying, 1997) is a new concept proposed to address the issues of item security and pool utilization in testing. It has been demonstrated to be effective in lowering the test overlap rate and improving the use of the entire pool when content constraints are not main concerns. However, it cannot really solve the problem of high exposure rates when the test is moderately long. This paper proposes an enhanced stratified design that incorporates the Sympson-Hetter (SH) (J. Sympson and R. Hetter, 1985) procedure into the a-stratified design and compares the performance of the new procedure with the original a-stratified design and the Fisher-SH method through simulation studies. The results indicate that the enhanced stratified design yielded much well-instrument to assess institutional or university-level environment in universities. Using a sample of 489 academics from 52 departments in 28 Australian universities, an instrument called the University-Level Environment Questionnaire (ULEQ) was field-tested and validated. The final form of the ULEQ consists of 42 items assigned to 7 scales: Academic Freedom, Concern for Undergraduate Learning, Concern for Research and Scholarship, Empowerment, Affiliation, Mission Consensus, and Work Pressure. Validation data showed that the ULEQ has sound structural characteristics, thus suggesting that it should prove to be an important research tool for individual academics, departments, and universities interested in improving their learning environments. An appendix contains the ULEQ. (Contains 5 tables and 55 references.) (Author/SLD)

ED 431 804 TM 029 891

Mislevy, Robert J.; Steinberg, Linda S.; Almond, Russell G.
On the Roles of Task Model Variables in Assessment Design.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 99
NOTE- 55p.; Paper presented at the conference "Generating Items for Cognitive Tests: Theory and Practice" (Princeton, NJ, November 5-6, 1998).
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Educational Assessment; Evaluation Methods; Higher Education; *Models; *Test Construction
IDENTIFIERS- Graduate Record Examinations; *Task Characteristics; Task Content; *Variables

Tasks are the most visible element in an educational assessment. Their purpose, however, is to provide evidence about targets of inference that cannot be directly seen at all: what examinees know and can do, more broadly conceived than can be observed in the context of any particular set of tasks. This paper concerns issues in an assessment design that must be addressed for assessment tasks to serve this purpose effectively and efficiently. The first part of the paper describes a conceptual framework for assessment design, which includes models for tasks. Corresponding models appear for other aspects of an assessment, in the form of a student model, evidence models, an assembly model, a simulator/presentation model, and an interface/environment model. Coherent design requires that these models be coordinated to serve the assessment's purpose. The second part of the paper focuses attention on the task model. It discusses the several roles that task model variables play to achieve the needed coordination in the design phase of an assessment, and to structure task creation and inference in the operational phase. (Contains 13 figures and 26 references.) (Author)

ED 431 805 TM 029 892

Education in South Dakota: A Statistical Profile, 1997-98.
PUB DATE- 98
NOTE- 590p.; An errata sheet and two tables of summary state data are attached.
LANGUAGE- English
EDRS Price- MF03/PC24 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive

people. Stories from the individual laboratories illustrate the nature of development and partnership efforts and the products and benefits they offer students, educators, and parents. A capsule description of each Laboratory is provided. (SLD)

ED 431 825 UD 032 968

Batten, Susan T.; Stowell, Bonita G.
School-Based Programs for Adolescent Parents and Their Young Children. Guidelines for Quality and Best Practice.
SPONS. AGENCY- Mott (C.S.) Foundation, Flint, MI.; Foundation for Child Development, New York, NY.
PUB DATE- 96
NOTE- 67p.; Funding also provided by Vira I. Heinz Endowment.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Adolescents; *Ancillary School Services; *Early Parenthood; High Schools; *Integrated Services; *Parents; *Pregnant Students; Preschool Children; Preschool Education; Program Implementation; Standards
IDENTIFIERS- *School Based Services

This document attempts to compile information on best practices for many of the core services of school-based programs for pregnant and parenting teens and their children. It includes an overview of standards and guidelines that have been substantiated by either research or professionals in the field. These guidelines are intended to help communities build comprehensive, effective programs for young families. Specific guidelines are provided for the following areas: (1) child care; (2) prenatal care and reproductive health care for children; (3) preventive health care for children; (4) parenting education; (5) case management/family support; (6) flexible, quality educational programming; and (7) father involvement. For each service area there is an introduction, the guideline area in boldface, the proposed guideline or standard for best practice, and bullet statements that support or justify the guideline. Forty resource organizations and 13 resource publications are listed. (Contains 153 references.) (SLD)

ED 431 826 UD 032 969

Walker, Elaine M.; Mitchel, Charles P.; Turner, Wayne
Professional Development and Urban Leadership: A Study of Urban Administrators' Perceptions of What Matters Most in Their Professional Development.
PUB DATE- 99
NOTE- 32p.; Paper presented at the Annual Meeting of the American Educational Research Association (Montreal, Quebec, Canada, April 19-23, 1999).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Administrator Attitudes; College School Cooperation; Elementary Secondary Education; Higher Education; *Instructional Leadership; *Principals; *Professional Development; *Urban Schools

In 1996, a major overhaul in the delivery of professional development for administrators was undertaken in the urban

Evaluation Instruments (160)
DESCRIPTORS- *Beliefs; *College Students; *Economic Factors; Educational Experience; Higher Education; *Intelligence; Poverty; *Racial Differences; Social Class; Socioeconomic Status; Student Surveys; Technical Institutes; Urban Schools
IDENTIFIERS- *Bell Curve (Herrnstein and Murray)

Beliefs about intelligence as a cause of economic inequality and the extent to which educational experience, socioeconomic status, and class-consciousness mediate such beliefs were studied. A purposive sample of 184 advanced Business and Social Science university undergraduates and a sample of urban technical college students responded to a three-part 49-item survey. Section I was designed to measure attitudes towards the explanation of economic inequality as reflected in "The Bell Curve: Intelligence and Class Structure in American Life" (C. Murray and R. Herrnstein, 1994), and section 2 assessed subjects' economic class background and class-consciousness. Results show that, compared to their counterparts, subjects from lower economic class backgrounds, subjects with stronger working class-consciousness, and subjects with educational backgrounds in the social sciences displayed significantly less favorable attitudes toward beliefs promoted in "The Bell Curve." These results are consistent with a number of hypotheses derived from a social conflict and legitimization theory paradigm, which regards views such as those expressed in "The Bell Curve," as sociopolitical ideology serving to legitimize structures of economic inequality. Appendixes contain the survey and a summary of responses by academic major. (Contains 3 tables and 18 references.) (SLD)

ED 431 848   UD 033 010

Lewis, Cynthia
The Social and Ideological Construction of "Free-Choice Reading."
PUB DATE- 99
NOTE- 19p.; Paper presented at the Annual Meeting of the American Educational Research Association (Montreal, Quebec, Canada, April 19-23, 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Elementary School Students; Ideology; *Independent Reading; Intermediate Grades; Reading Interests; *Reading Material Selection; Sex Differences; *Social Influences

Students' book choices and discussions during independent reading were studied in a combined fifth/sixth grade classroom. The meanings students and the teacher gave to the practice of independent, "free-choice" reading were studied, and the influences that shaped students' choices of books were explored. Independent reading is actually social in very complicated ways, and "free choice," is terms of students choosing what they want to read, is actually not free of the need to establish particular social identities in relation to local and institutional discourses. Tensions emerged as children brought into the classroom cultural symbols and materials of the sort that teachers, and adults in general, do not feel comfortable in legitimating, such as violence, sex, and an acceptance of rigid gender roles. One of the most important roles a teacher can serve when he or she participates in literature discussions is to mediate the literature in critical ways to help students traverse popular culture and the official and unofficial discourses of the classroom. (Contains 36 references.) (SLD) subjects' resistance to that order, and the uses of language for both reproductive and resistant ends. Chapters are: (1) Ethnicity and the Construction of Nationhood; (2) Rural Schooling in Bolivia; (3) Student Life at the Normal School; (4) Curriculum and Identity; (5) Commodified Language and Alienated Exchange in the Normal School; (6) Student Resistance to Commodification and Alienation: Silence, Satire, and the Academic Black Market; and (7) An Alternative Vision: Notes toward a Transformative Bolivian Pedagogy. An appendix briefly describes the students interviewed. Contains approximately 225 references, extensive notes, and an index. (SV)

ED 431 564 RC 021 852

Chrisjohn, Roland D; Young, Sherri L.; Maraun, Michael
The Circle Game: Shadows and Substance in the Indian Residential School Experience in Canada.
PUB DATE- 97
NOTE- 327p.; "With contributions by Michael Maraun".
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Historical Materials (060),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Acculturation; American Indian Education; American Indians; *Boarding Schools; *Canada Natives; *Child Abuse; Educational Policy; Federal Indian Relationship; Foreign Countries; Misconceptions; *Public Policy; *Rhetorical Criticism; Student Experience
IDENTIFIERS- *Canada; *Genocide

This book develops an alternative account of Canada's operation of Indian residential schools and provides recommendations for undoing what has been done. Derived from a report on residential schooling submitted to the Royal Commission on Aboriginal Peoples in October 1994, the book discusses the language and rhetoric surrounding residential schools and argues that existing accounts in various media obscure and misinform about the facts and their interpretation. Rather than undoing the harm done by Indian residential schools, present-day accounts maintain and extend that abominable era. Chapters are: (1) Unanswered Questions/Unquestioned Answers (the "standard" account); (2) Ground Sternly Disputed (critical analysis of "slippery language" related to motives, "mistakes," and apologies); (3) The Events (testimony before Royal Commissions, physical and psychological abuses in Indian residential schools, unsuitable living conditions, church and governmental inaction); (4) ...and They Call It Peace (genocide in Canada, cultural genocide as an answer to the "Indian problem"); (5) Residential School Syndrome (education as a political weapon, residential schools as "total institutions," long-term consequences of the residential school experience, the invalid notion of a diagnosable "residential school syndrome"); (6) The Forest and the Trees (methodological individualism--focusing blame on individual perpetrators and "therapy" on individual victims); and (7) Recommendations (concerning truthful investigation, education of the Canadian public, settlement of claims, Aboriginal control of public agencies impacting them). Contains references in extensive notes. Appendices contain the United Nations Genocide Convention and six papers by Roland Chrisjohn and others about residential schooling, related research, psychological assessment, psychological imperialism, authentic resistance, and intelligence research. (SV)

ED 431 565 RC 021 868

theoretical base is emphasized, and several theories of psychotherapy are noted that advocate for the use of experience as a therapeutic agent. The experiential activity itself is a catalyst for the counseling process, with the focus and time spent on the activity varying considerably. The multiple professional roles involved in experiential counseling are listed, as are support personnel that may be needed. Processing is the core element in experiential counseling, and various communication skills are needed to provide an effective intervention. These skills include listening, centering (to maintain counselor's emotional balance), empathizing, focusing clients' attention, and providing clients with directional support. Foundations of experiential counseling that safeguard clients' physical and emotional safety include risk assessment and management, informed consent, preparation for potential rescue in either the physical or emotional realm, training in emergency medicine, and attention to ethical concerns. Contains 14 references. (SV)

ED 431 582   RC 022 029

Hagler, Steve
GOAPe: An Urban High School Program out beyond the Concrete.
PUB DATE- 98
NOTE- 4p.; In: Selected Monographs from the Association for Experiential Education International Conference (26th, Incline Village, Nevada, November 5-9, 1998); see RC 022 022.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Adventure Education; *Experiential Learning; High Schools; *Integrated Curriculum; *Nontraditional Education; Outdoor Leadership; Relevance (Education); Service Learning; Student Development; *Urban Schools; Urban Youth; Wilderness
IDENTIFIERS- California (San Francisco); San Francisco Unified School District CA

The Galileo Outdoor Adventures Program (GOAPe) addresses the needs of high school students with a student-centered experiential program that is project- and community-based. At the Galileo Academy of Science and Technology, a public school in inner-city San Francisco, GOAPe is a semester-long program and a student club. From the first day of class, students (aged 15 and older) are actively involved in the planning, implementation, and outcomes of a series of projects and experiential activities that combine real-world learning with traditional schooling. The first few weeks are an orientation phase, led by previous participants. Students engage in numerous team-building and personal growth initiatives, begin a daily journal, give formal feedback speeches, evaluate their own transcripts, learn how to document their semester, get trained at the ropes course, and visit possible service sites. After learning the skills needed, students take part in an 11-day wilderness expedition where they are responsible (in teams) for their own daily needs. After the wilderness trip, students spend as much as half their time on leadership and service projects in the community. Other program aspects include training in computer and media technology, career exploration and job-shadowing, and earning credits through a portfolio process. Program funding comes from the school district, grants, donations, and revenues from facilitating a community ropes course. (SV) differences in mathematics achievement by levels of achievement or according to the processes for problem solving involved in different mathematical tasks. In Part I of the study, TIMSS performance data were analyzed by gender for low-, middle-, and high-performers to determine if differences are related to overall achievement levels. Part 2 examined TIMSS performance data by gender and by cognitive demand to see if the processes for solving problems in mathematical tasks differ for males and females. Part 3 of the study examined TIMSS achievement data by gender and by item format to decide if performance differs for males and females by the type of item (i.e., multiple choice, short answer, or extended response). The study observed few differences in mathematics performance between 8th grade males and females by ability level. Larger gender differences developed in the 12th grade mathematics literacy assessment and even larger gender differences were observed in advanced mathematics. In the 12th grade, high-performing males (i.e., top 25%) tended to outperform females in a majority of the countries. In general, 12th grade males outperformed females on problem solving and multiple-choice items in both the mathematics literacy and advanced mathematics assessments. An examination of gender differences in mathematics performance by item format found few differences at the 8th grade level but larger differences in all three item formats in the 12th grade mathematics literacy and advanced mathematics assessments. Contains 62 references and 20 tables. (Author/WRM)

ED 431 603 SE 062 536

Wang, Jianjun; Zhu, Chunying
A Videotape Study of Science Teaching in Shenzhen, China.
PUB DATE- 99
NOTE- 15p.; Paper presented at the Annual Meeting of the American Educational Research Association (Montreal, Quebec, Canada, April 19-23, 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *College Entrance Examinations; Educational Finance; Educational Practices; Foreign Countries; Homework; National Standards; *Science Instruction; Secondary Education; Videotape Recordings
IDENTIFIERS- *China (Shenzhen)

This report presents the results of a videotape study of science teaching in Shenzhen, China. Shenzhen is one of China's first special economic zones adjacent to Hong Kong. Developed from a small fishing village in the late 1970s, Shenzhen experienced fast economic growth in the last two decades, which has steadily increased the diversity of the population in the educational system. To facilitate assessment of Shenzhen's science educational practices, videotaped instructions were analyzed along with information from teacher surveys and student assessments at urban, suburban, and rural schools. Results indicate that the college entrance examination expectations have a strong influence on science teaching. Regional differences in science education also hinge on contextual factors such as teaching conditions and lab equipment. Contains 14 references. (Author/WRM)

ED 431 604 SE 062 542

Butzow, Carol M.; Butzow, John W.
Exploring the Environment through Children's Literature: An

PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Cognitive Style; Educational Assessment; *Educational Objectives; Elementary Secondary Education; *Science Curriculum; *Science Instruction; *Teacher Effectiveness; Teaching Methods

The science teacher has a vital responsibility to provide the best science curriculum possible to guide optimal pupil progress. Educational objectives need to represent salient scientific knowledge, skills, and attitudes. Proper sequencing of objectives is also crucial. Learning opportunities based on sound educational psychology should be used in science lesson plans. Finally, quality assessment strategies are important for diagnosing students' understanding of scientific concepts. (WRM)

ED 431 626 SE 062 685

Rubba, Peter A., Ed.; Rye, James A., Ed.; Keig, Patricia F., Ed.
Proceedings of the Annual International Conference of the Association for the Education of Teachers in Science (Austin, TX, January 14-17, 1999).
PUB DATE- 99
NOTE- 1274p.
LANGUAGE- English
EDRS Price- MF10/PC51 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Constructivism (Learning); Elementary Secondary Education; Evaluation; Females; Foreign Countries; Higher Education; Inclusive Schools; Instructional Effectiveness; Minority Groups; National Standards; Partnerships in Education; Problem Based Learning; *Science Education; Scientific Principles; Special Needs Students; Teacher Attitudes; *Teacher Education Curriculum; Teacher Educator Education; Teacher Educators; Teaching Methods
IDENTIFIERS- *Association for Education of Teachers in Science; National Science Education Standards

This proceedings contains a copy of the conference program and more than 75 papers and presentation summaries from the meeting, placed in order by conference session. Paper topics include science assessment issues; science for special needs students; science teachers' self-efficacy; teaching science to at-risk students; online inquiry instructional systems; strategies for equity in science education; teacher-researcher collaboration strategies; the nature of science; national science standards; portfolio development; teacher professional development; school-professional partnerships; learning theories; problem-based learning; student attitudes toward science; science, technology and society; elementary and secondary science teacher preparation; integrated approaches to curriculum; scheduling effects on science learning; constructivism; strategies for technology integration; writing-to-learn science; action research; distance education; preservice teachers' science knowledge; science teacher preparation in foreign countries; family science activities; multicultural science; student-centered science; and virtual field trips. (WRM)

ED 431 627 SE 062 686

Konvicka, Tom
Teacher's Weather Sourcebook.
PUB DATE- 99
NOTE- 250p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.

Moral Values; Social Studies; *Values Education
IDENTIFIERS- *Character Education

This resource book provides ideas, strategies, techniques, examples, and resources for organizing, implementing, sustaining, and assessing character education programs in K-12 schools. The text is organized into several topics: (1) historical and theoretical bases for character education; (2) a description of a comprehensive character education framework; (3) keys for implementing a successful character education program; (4) and an assessment of facts and findings of selected character education and related school intervention programs. Each chapter ends with quotes, questions, and readings intended to encourage class discussions, study groups, or the work of persons developing character education programs. Standards are given that serve as benchmarks for comparing existing programs or for initiating new programs. A resource section gives a list of character education organizations. References and an index conclude the text. (MM)

ED 431 648 SO 029 754

Lee, Enid, Ed.; Menkart, Deborah, Ed.; Okazawa-Rey, Margo, Ed.
Beyond Heroes and Holidays: A Practical Guide to K-12 Anti-Racist, Multicultural Education and Staff Development.
PUB DATE- 97
NOTE- 477p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Cross Cultural Training; Cultural Activities; Cultural Awareness; Elementary Secondary Education; Instructional Materials; *Multicultural Education; Social Studies
IDENTIFIERS- *Antibias Practices; *Freire (Paulo)

Multicultural education must encourage academic excellence that embraces critical skills for progressive social change. This book is guided by the philosophy of critical pedagogy, pioneered by Brazilian educator, Paulo Freire. This philosophy is grounded in the beliefs that: (1) the purpose of education in an unjust society is to bring about equality and justice; (2) students must play an active part in the learning process; and (3) teachers and students are both simultaneously learners and producers of knowledge. The book is divided into 10 sections: (1) "School Staff, Family and Community Development"; (2) "Reading Between the Lines: Critical Literacy"; (3) "Language"; (4) "Lessons for the Classroom"; (5) "Technology"; (6) "School-wide Activities"; (7) "Holidays and Heritage"; and (8) "Talking Back." Contains a glossary and resource guide, which includes a list of print, audio visual, and Internet sources. (MM)

ED 431 649 SO 029 775

Piper, Kevin
Riders in the Chariot: Curriculum Reform and the National Interest 1965-1995. Australian Education Review No. 38.
PUB DATE- 97
NOTE- 152p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Information Analyses/State-of-the-art

and skills will enable them to be successful, productive citizens in the 21st century. "New Directions for Education in Delaware" is an initiative for improving academic achievement throughout the state based on the principles that: (1) every student has the opportunity to participate in real and meaningful educational experiences; (2) every student is held to high expectations (standards) of knowledge and performance; (3) every student's performance/achievement is measured against the standards; and, (4) help is provided to every student to attain the standards. Content standards for each grade cluster are identified. Each grade level designation contains sections for the core disciplines (civics, economics, geography, and history). Samples of performance assessment tasks at different grade levels are given to illustrate in detail how the standards are applied and assessed. The guide considers that each of the core disciplines in social studies offers a distinct strategy for examining the world and provides students with specific intellectual and conceptual tools for analyzing causes and consequences. The four core disciplines are the essential focus for citizenship education. (BT)

ED 431 668 SO 030 699

New Directions: Delaware First in Education. State of Delaware Social Studies Curriculum Framework: Classroom Performance Models. Volume Two.
PUB DATE- 95
NOTE- 279p.; For Volume One, see SO 030 698.
LANGUAGE- English
EDRS Price- MF01/PC12 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Academic Standards; Elementary Secondary Education; *Performance Based Assessment; *Public Schools; *Social Studies; State Curriculum Guides; *State Standards; Student Educational Objectives; *Student Evaluation
IDENTIFIERS- *Delaware

A sample of five performance tasks developed to assess student progress toward meeting the content standards are given in this continuation of the social studies framework for the state of Delaware. The sample tasks provide teachers with insight into the types of performances and applications of knowledge that should be expected of students at various levels of schooling. Optional lessons and activities are used to prepare students for the assessment. A "Resources for Teachers" section contains geography sources, Delaware State Museums, and information about Center for Economic Education and Entrepreneurship (CEEE). The guide's assessment supplement is constructed on the idea that teachers understand that no single type of assessment serves all purposes, and all assessments have strengths and weaknesses. (BT)

ED 431 669 SO 030 700

Essential Academic Learning Requirements (1997): Social Studies.
PUB DATE- 98
NOTE- 26p.; For a related document, see SO 030 701.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Academic Standards; Benchmarking; Economics; Elementary Secondary Education; Geography; History; *Public Schools; *Social Studies; State Curriculum Guides; *State

systemwide initiative: Boston, Hudson, Sharon, Springfield, and Westport. The report adds that the community served ranged from the school itself to the world as community, addressing such universal issues as hunger and environmental pollution. The report outlines the criteria used for choosing examples of outstanding projects and then lists project examples in sections by elementary, middle school, and secondary levels. Since many projects involved collaborations between levels, some are listed at both levels in the report. A site contact list is provided at the end of the project listings to assist interested persons in obtaining information about particular projects. The report concludes with an index by topic to community service learning projects. (BT)

ED 431 689   SO 030 869

Loewe, Mary Anne
Issues in Basic Education: The Department of Education, Culture, and Sports.
PUB DATE- 97
NOTE- 21p.; One page in Appendix C contains light type.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - General (140)
DESCRIPTORS- Developing Nations; *Educational Objectives; Elementary Secondary Education; Foreign Countries; Futures (of Society); *Government Role; Higher Education; *Staff Development
IDENTIFIERS- *Basic Education; *Philippines

The Department of Education, Culture, and Sports (DECS), a government entity in the Philippines, is the focus of this paper. A historical overview of DECS, its structure, and the general goals for basic education for the year 2000 and beyond are offered. The issues that faced public education in the Philippines in 1997 are identified. Current projects in the Bureau of Elementary Education, Staff Development Division are delineated. The projects include: (1) Project BEST (Better English for Students and Teachers); (2) the Multigrade Program in Philippine Education; (3) the BEE Monitoring Project; and (4) the Third Elementary Education Project (TEEP). The paper concludes with a regional map of the Philippines, characteristics of a quality education, the structure of the system of education, and the daily schedule and the best training needs assessment. Contains two tables of data. (BT)

ED 431 690   SO 030 871

Frese, Millie K., Ed.
Myths & Legends.
PUB DATE- 99
NOTE- 33p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - Serials (022),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- American Indian Literature; Class Activities; Elementary Education; Folk Culture; *Legends; *Local History; Mythology; *Social Studies; *State History; Story Telling
IDENTIFIERS- *Iowa

"The Goldfinch" is a periodical that introduces young children to various facets of Iowa history. Each issue has a different theme topic and a number of articles covering diverse aspects of the topic being addressed. This issue focuses on myths and

Attitudes; Teaching Conditions

The purpose of this study was to investigate the perceptions of alienation among alternatively and traditionally certified teachers. A total of 228 teachers in grades K-12 from a public university offering both traditional certification (TC) and cooperative alternative certification (AC) graduate programs were assessed using the School Alienation Scale to determine their perceptions of isolation, normlessness, powerlessness, and meaninglessness within their school work environment. AC teachers were found to be significantly less isolated than TC teachers. This may be attributed to their relative inexperience as teachers as well as their current participation in a cohort program that provides some level of insulation from the alienating effects of schools. Other comparisons between AC and TC teachers found insignificant differences in levels of normlessness, powerlessness, meaninglessness, and total alienation. This shows that AC and TC teachers share similar perceptions of school alienation. Despite the insignificant differences between AC and TC teachers in three out of four alienation constructs, the high levels of alienation provide further support for the existence of what previous researchers described as the confinement from one another of teachers to isolated classrooms and alienating work conditions. (Contains 38 references.) (Author/SM)

ED 431 708   SP 038 545

A Report on Increasing Professional Standards for Delaware's Educators.

PUB DATE- 99

NOTE- 21p.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- Academic Achievement; Administrators; Elementary Secondary Education; Faculty Development; Higher Education; Preservice Teacher Education; Public Education; *State Standards; *Teacher Certification; *Teacher Competencies; Teacher Evaluation; Teacher Improvement; *Teaching Skills

IDENTIFIERS- *Delaware

This report by Delaware's Governor and Secretary of Education, in consultation with the State Board of Education, sets forth a plan to improve professional standards and accountability in the Delaware school system. The report focuses on how Delaware can assure the quality of educators for its students, and thus raise student achievement. The premise of the report is that well-prepared, effective educators are critical to students' success. In fact, teacher effectiveness and class size together have been found to have a greater impact on student academic achievement than poverty, race, and parental educational level combined. The report focuses on three main issues: assuring the quality of teacher candidates, recruiting top educators, and supporting professional growth to ensure the effectiveness of educators throughout their careers. The report addresses the three issues in six sections: "Teacher Skills Requirements"; "Professional Development" (New Teachers, Experienced Teachers); "Evaluation of Professional Educators"; "Professional Educators' Licensure and Recertification"; "Other Certified Staff"; and "Administrator Employment Practices." For each section of the report, a summary of the issues is provided with recommendations. The report also supports certain recommendations from the Statewide Educator Recruitment Committee and the Education Salary Schedule Improvement

Secondary Education; Physical Activities; *Physical Education; *Physical Education Teachers; Physical Fitness; Psychomotor Skills; Self Actualization; Social Development; *Teacher attitudes

This study investigated the stability of physical education teachers' attitudes toward four outcome goals for physical education over a 2-year period of time. The four outcome goals were physical activity and fitness, self-actualization, motor skill development, and social development. Participants for this study were 121 physical education teachers who completed the previously validated "Attitudes Toward Curriculum in Physical Education" curriculum in the spring of 1996 and in 1998. Results indicated that teachers' attitudes toward physical activity and fitness were moderately stable. The intraclass correlation coefficients between the first and second administration of the attitude instrument were .40, .41, .49, and .56 for the domain areas of self-actualization, physical activity and fitness, social development, and motor skill development, respectively, and were statistically significant. Repeated-measures ANOVA results for differences between teachers' attitudes over time showed that they were not significantly different, also supporting the stability of teachers' attitudes toward the physical education outcome goals. There were significant differences, however, by level of teaching over the 2-year period for the importance of self-actualization and social development. (Contains 37 references.) (Author/SM)

ED 431 727 SP 038 587

Mushi, Selina L. P.
A Comparative Analysis of Some Aspects of Educating Young Children in Tanzania and in North America: Tanzanian Parents' Perspectives.
PUB DATE- 99
NOTE- 39p.; Paper presented at the Annual Meeting of the American Educational Research Association (Montreal, Quebec, Canada, April 19-23, 1999).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Cultural Differences; Cultural Influences; Elementary Education; Elementary School Students; English (Second Language); Foreign Countries; Language Fluency; *Language Minorities; Parent Attitudes; Parent Participation; Parents; Teacher Student Relationship
IDENTIFIERS- Canada; *Tanzania; United States

This study analyzed aspects of educating young children in Tanzania and then transitioning them to the U.S. and Canada, examining parents' perspectives of their children's transitions. Researchers collected data via questionnaires and interviews with 30 Tanzanian parents about 35 children's adjustment to new education systems, highlighting demographics, schooling and transfer experiences, presence or absence of educational aspirations in both contexts, choice of school in the new education system, ratings on school and home related factors, and specific observations and concerns about their children's educational development. Data analysis indicated that Tanzanian children who came to North America to continue their education were mostly from publicly owned schools or childcare centers, and most of them had high educational aspirations when they left Tanzania. Parents indicated that learning English and speaking it at home and the availability

Analysis of the Content of E-Mail Exchanged among Preservice Elementary Teacher Candidates.
PUB DATE- 96
NOTE- 26p.; Paper presented at the Annual Meeting of the American Association for Teaching and Curriculum (3rd, San Antonio, TX, October 17-19, 1996).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- College School Cooperation; Computer Uses in Education; Educational Technology; *Electronic Mail; Elementary Education; Elementary School Teachers; Higher Education; Partnerships in Education; Preservice Teacher Education; Professional Development Schools; *Student Teacher Attitudes; Student Teachers; Student Teaching

This paper presents an analysis of the content of electronic mail exchanged among a team of 24 undergraduate elementary education majors in a Professional Development School program during 1 year of their 2-year teacher education program. Teacher candidates were required to exchange journal entries via e-mail with peers and communicate with keypals who were also preservice teachers in another state. Qualitative analysis of the e-mail exchanged revealed that dialogue centered on several themes: (1) relationships with students, cooperating teachers, university supervisors, and fellow interns; (2) concerns about their own development as teachers; (3) personal issues; (4) professional issues including children's special needs, gender issues, parent and family communications, and questions about the purpose of schooling; (5) concerns about teaching, including instruction, planning, and curriculum; (6) issues related to specific grade levels, such as the difference in behavior and curriculum in different grades; and (7) technical issues regarding use of electronic mail. Overall, the e-mail messages exchanged appeared to provide these prospective teachers with a good outlet to think about and process their field experiences. The content of the exchanges were focused, highly reflective, and oriented to shared problem solving, moral support, and positive feedback. (Contains 38 references.) (Author/SM)

ED 431 746 SP 038 613

Health and Nutrition Curriculum. Informative and Fun for K-8!
PUB DATE- 99
NOTE- 48p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Cardiovascular System; *Comprehensive School Health Education; Dietetics; Eating Habits; Educational Games; Elementary Education; Exercise; *Health Promotion; *Nutrition Instruction
IDENTIFIERS- Cholesterol; Lipids

This health and nutrition curriculum for students in grades K-8 teaches students good health habits in order to improve their quality of life. The curriculum consists of a series of activity sheets that offer entertaining and educational activities designed to motivate students to learn while they have fun. Each activity sheet contains a five-digit code which represents its recommended grade levels. Answers are provided for each sheet where necessary. Teachers may choose to provide the answers when they reproduce the sheets for their classes.

Worked Examples and the Split-Attention Effect," (6) "Formatting Text and Diagrams: Initial Instructions and the Split-Attention and Redundancy Effects," (7) "Mixing Audio and Visual Materials," and (8) "Some Consequences of our Cognitive Processes for Instructional Procedures." (SM)

ED 431 764 SP 038 632

Wood, Robert W., Ed.; Hoag, Constance L., Ed.; Zalud, Garreth, Ed.
Research, Issues, and Practices. Annual Curriculum and Instruction Research Symposium Conference Proceedings, University of South Dakota (6th, Vermillion, SD, April 24, 1998).
PUB DATE- 99
NOTE- 96p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Authors; Child Development; Children; *Computer Uses in Education; *Critical Thinking; Disabilities; Elementary School Teachers; Elementary Secondary Education; Inclusive Schools; *Journal Writing; *Learning Disabilities; Mainstreaming; *Perinatal Influences; Preschool Education; Special Needs Students; Students; Teacher Attitudes; Thinking Skills; *Writing Skills
IDENTIFIERS- South Dakota

This report includes papers from a 1998 symposium to promote the professional sharing of current educational issues. The papers are: "A Tapestry of Authors" (Maurine Richardson and Margaret Miller); "Critical Thinking Strategies Across the Curriculum" (Constance L. Hoag and Sharon Andrews); "The Effect of Journal Writing on Teachers' Theory Development" (Lana Danielson); "School Subject Teaching Preferences Held by Elementary Teachers" (Robert W. Wood and Lynne Roach); "Attribution Studies of Children with Learning Disabilities" (Mary Ring); "An In-Depth Look at South Dakota's Successful Early Childhood Inclusion Program" (Geralyn Jacobs, Dot Stoll, Joanne Wounded Head, Kristy Spencer, and Gui-Ping Zhang); "The Impact of Perinatal Insults and Disabilities on Development from Birth to Eight Years of Age: Research Linked to Practice" (Marilyn Urquhart and Patricia Work); and "Writing and Computers: Increasing Geometric Content Based Knowledge Using the Van Hiele Model" (Roger Parsons, Jack Breen, and Robert Stack). (SM)

ED 431 765 SP 038 633

Kritek, William J.
Ensuring Quality Leadership. A Program Funded by the GE Fund (Formerly the General Electric Foundation).
PUB DATE- 99
NOTE- 12p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- College Faculty; *College School Cooperation; Elementary Secondary Education; Higher Education; Leadership Training; *Partnerships in Education; *Principals; Public Schools; *School Business Relationship
IDENTIFIERS- Milwaukee Public Schools WI

This paper describes the Ensuring Quality Leadership (EQL) program implemented cooperatively by faculty at the University of Wisconsin-Milwaukee School of Education and School of Business Administration, business executives from the Milwaukee balanced item exposure distribution, further reduced the test overlap rate and the numbers of overly exposed items, and maintained high reliability as well as low average bias, mean squared error, and scaled chi-square. (Contains 3 tables, 6 figures, and 17 references.) (Author/SLD)

ED 431 786   TM 029 871

Abedi, Jamal
The Impact of Students' Background Characteristics on Accommodation Results for Students with Limited English Proficiency.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 99
NOTE- 11p.; Paper presented at the Annual Meeting of the American Educational Research Association (Montreal, Quebec, Canada, April 19-23, 1999). For related documents, see TM 029 872 and TM 029 874.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Definitions; English (Second Language); Glossaries; Grade 8; *Junior High School Students; *Limited English Speaking; Mathematics Tests; Performance Factors; *Student Characteristics; *Test Construction; Test Items; Test Results; *Timed Tests

This study examined the impact of students' background characteristics (English language proficiency) on the level of effectiveness of various types of testing accommodations. Data were collected from 946 eighth graders, some of whom were English language learners. Four accommodation strategies were used: (1) modified (simplified) English language for the test items; (2) a glossary of potentially difficult nonmathematics terms; (3) original English with extra time allowed; and (4) the glossary with extra time allowed. Findings suggest that different forms of accommodation produce different results. The form of accommodation with the greatest effect on all students was the provision of an English glossary with definitions of potentially difficult nonmathematics terms plus extra time allowed. The English glossary alone did not help students, and in some cases even had a negative impact on performance, perhaps because students were presented with more information than they could process in the limited amount of time they had. The provision of extra time only resulted in slightly higher scores for most students, but not for all subgroups. The language clarification of test items was the only option that helped limited English proficient students more than others. Findings suggest caution against blanket statements about the general effectiveness or lack of effectiveness of a particular form of accommodation for English language learners. (Contains five tables.) (SLD)

ED 431 787   TM 029 872

Abedi, Jamal
NAEP Math Test Accommodations for Students with Limited English Proficiency.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 99
NOTE- 7p.; Paper presented at the Annual Meeting of the American Educational Research Association (Montreal, Quebec, Canada,

(Program/Project Descriptions) (141)
DESCRIPTORS- *Academic Achievement; Annual Reports; Dropouts; *Educational Finance; *Elementary Secondary Education; *Enrollment; Profiles; School Districts; *School Statistics; State Aid; Tables (Data); Teacher Characteristics
IDENTIFIERS- *South Dakota

This publication presents information on school statistics for South Dakota and its 176 school districts. Just over half (50.9%) of the state's schools have 1 to 100 students, and only 6.7% enroll more than 500 students. The 1997-98 state enrollment of 132,024 represents a decline from the enrollment of 134,052 in 1995-96. State summary information is presented in the following categories: (1) school and district information; (2) 1997 fall enrollment; (3) program indicators; (4) student achievement; (5) dropout summary; (6) staff characteristics; (7) and financial and state aid data. The second section presents a summary of school and district data, and the third section contains school district profiles. In addition to a profile for each district, the report contains data tables providing information about staff and finances. A glossary of terms is included. (Contains 56 graphs and 81 tables.) (SLD)

ED 431 806 TM 029 893

The North Carolina State Testing Results, 1997-98. Multiple-Choice End-of-Grade and End-of-Course Tests. Grade 3 Pretest and High School Comprehensive Test. Reporting on the State and 117 Public School Systems and 35 Charter Schools. The Green Book.
PUB DATE- 99
NOTE- 425p.
LANGUAGE- English
EDRS Price- MF01/PC17 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Academic Standards; *Achievement Tests; Biology; Charter Schools; Elementary Secondary Education; Language Arts; Mathematics Achievement; Public Schools; Reading Achievement; *Standardized Tests; State Programs; *State Standards; Tables (Data); *Test Results; Testing Programs; United States History
IDENTIFIERS- *North Carolina; North Carolina Competency Tests; *North Carolina End of Course Testing Program

Beginning in the 1992-93 school year, the North Carolina State Board of Education authorized the administration of North Carolina-developed end-of-grade tests aligned with the state's "Standard Course of Study." These curriculum-based tests were administered to over 553,000 students in grades 3 through 8 at the end of the 1997-98 school year. Student performance in reading and mathematics has continued to improve. The Grade 3 Pretest is a reading and mathematics test administered at the beginning of third grade. End-of-course tests were developed for 5 high school subjects and administered to over 394,000 students during the 1997-98 school year. The North Carolina High School Comprehensive Test is a multiple-choice English language arts and mathematics test of competencies the typical student should master by the end of grade 10. High school results have tended to be more consistent than those for the elementary grades. Tables present results for each of these tests, providing information by grade, region, subject, gender, and student subgroups. An appendix contains a list of the state's 35 charter schools. (Contains 110 tables.) (SLD)

ED 431 807 TM 029 926

school district under study. A Principal Leadership Institute was created and the 182 principals and vice-principals of the district were randomly assigned to 8 cohorts, each of which was affiliated with 1 of the 8 universities and colleges with a contract with the district for professional development services. The expressed needs of the administrators participating, the effectiveness of the school-university collaboration, and insights for future professional development were studied. Administrators were interviewed 3 times over 2 years, with response rates of 55 to 65%. The study finds that urban administrators have a wide variety of needs that they seek to have met through professional development opportunities. Educational administration programs at the college level cannot prepare administrators adequately for their complex roles, so that the need for continuous professional development becomes paramount. The lack of a coherent focus in this principal development institute created problems that were compounded by the competing notions of leadership advanced by the eight universities. Administrators found it difficult to translate the information they received into practice. (Contains 5 tables and 24 references.) (SLD)

ED 431 827 UD 032 970

Walker, Elaine M.; Hochwald, Eve; Kopacsi, Rosemarie; Cai, Yang; Ramaswami, Soundaram
An Evaluation of the Professional Development School in Newark: The Impact of Training on Teacher Attitudes, Teacher Behaviors and Student Outcomes.
PUB DATE- 95
NOTE- 89p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Behavior Patterns; College School Cooperation; Intermediate Grades; Junior High Schools; *Outcomes of Education; Professional Development; *Professional Development Schools; Program Evaluation; *Teacher Attitudes; *Training; Urban Schools
IDENTIFIERS- *Newark School System NJ

In 1991, the Newark School District (New Jersey), through the partnership of the Newark Teachers' Union and Montclair State University, established the first professional development school (PDS) in the city. Used primarily as a center for retooling elementary grade teachers in grades 6, 7, and 8, the school has come to play a pivotal role in the school district's reshaping of current staff development programs. Since 1991, 205 teachers have participated in PDS training. This report presents the results from the first formal evaluation of the program. In general, findings suggest the promising potential of the PDS model through its impact on teacher attitudes and behaviors as well as student performance. However, the degree of success of the PDS is significantly attenuated by several problems: (1) the fragmentation of policies as they relate to wider attempts to introduce change within the school system; (2) an insufficiency in the diversity and flexibility of the model to accommodate the different needs of teachers and schools; and (3) a follow-up plan that is not sufficiently thorough to confront the problems teachers encounter once they return to their home schools. At present, these problems hinder the ability of the PDS model to generate fundamental and sustaining changes in the caliber of the district's teaching force. An appendix contains scales and subscales from the PDS teacher surveys. (Contains 10 tables, 3 figures, and 26

ED 431 849 UD 033 011

Du, Yi; Heistad, Dave
School Performance Accountability in Minneapolis Public Schools.
PUB DATE- 99
NOTE- 23p.; Paper presented at the Annual Meeting of the American Educational Research Association (Montreal, Quebec, Canada, April 19-23, 1999).
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Accountability; Analysis of Covariance; Elementary Secondary Education; Public Schools; Reading Achievement; *School Effectiveness; Student Characteristics; *Teacher Effectiveness
IDENTIFIERS- Hierarchical Linear Modeling; *Minneapolis Public Schools MN; *Value Added Model

This paper describes the accountability system of the Minneapolis Public Schools (Minnesota) and presents the indicators used in the system. It also provides a practical application of two value-added models in the evaluation of effective schools and teachers for this large urban school district. These models are used to rank schools and teachers on their effectiveness at improving student reading achievement and also used to evaluate the factors that contribute to teacher effectiveness. Data are raw normal curve equivalent (NCE) scores from the 1993 and 1994 California Achievement Tests for first and second graders in the Minneapolis schools. The findings from comparing the two models, one an analysis of covariance (ANCOVA) model and the other a hierarchical linear modeling (HLM) approach, show that the results from the two models, such as slope parameters, teachers' value-added values, and schools' value-added values, are nearly identical. Teacher accountability and school accountability can be addressed with the same value-added models. Using the value-added approach and controlling for student characteristics such as poverty, gender, race, special learning needs, and prior achievement, makes it possible to distinguish teacher instructional effects and school effectiveness from externals outside the influence of the teacher and school. (Contains 7 tables, 2 figures, and 12 references.) (SLD)

ED 431 850 UD 033 013

Fine, Michelle, Ed.; Weis, Lois, Ed.; Powell, Linda C., Ed.; Wong, L. Mun, Ed.
Off White: Readings on Race, Power, and Society.
PUB DATE- 97
NOTE- 367p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- *Academic Achievement; *Cultural Awareness; Cultural Differences; Educational Experience; Elementary Secondary Education; *Multicultural Education; Personal Narratives; *Racial Identification; Racial Relations; *Whites

The contributions in this volume analyze the white racialization process in the context of multiculturalism and examine how racism is established in institutional structures. The chapters are: (1) "The Achievement (K)not: Whiteness and 'Black Underachievement'" (Linda C. Powell); (2) "White Experimenters, White Blood, and Other White Conditions: Locating the

Lipka, Jerry; Mohatt, Gerald V.
Transforming the Culture of Schools: Yup'ik Eskimo Examples. Sociocultural, Political, and Historical Studies in Education.
PUB DATE- 98
NOTE- 257p.; "With the Ciulistet Group."
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Action Research; *Alaska Natives; College School Cooperation; Cultural Differences; *Culturally Relevant Education; Culture Conflict; Curriculum Development; *Educational Change; Elementary School Teachers; Elementary Secondary Education; Eskimos; Indigenous Personnel; Personal Narratives; Rural Schools; *School Community Relationship; *School Culture; *Teacher Education; Teaching Experience; Teaching Methods
IDENTIFIERS- Alaska; Indigenous Knowledge Systems; Teacher Support Groups; *Yupik Eskimos

This book demonstrates that an indigenous teachers' group has the potential to transform the culture of schooling. Personal narratives by Yup'ik Eskimo teachers speak directly to issues of equity and school transformation. Their struggles represent the beginning of a slow process by a group of Yup'ik teachers (Ciulistet) and university colleagues to reconcile differences and conflict between the cultures of school and community. Their story provides insights for others involved in creating culturally responsive education that fundamentally changes the relationship between teachers and schooling, and between the community and schooling. This book is organized in four sections: introductory framework; description of the Cross-Cultural Education Development Program (alternative teacher education in rural Alaska Native communities) and narratives of three Yup'ik teachers depicting their struggles to be fully accepted as teachers; Yup'ik teaching methods and ways of incorporating ancient Yup'ik wisdom into schooling; and implications for wider change. Chapters are "Introduction: A Framework for Understanding the Possibilities of a Yup'ik Teacher Group" (Jerry Lipka); "The Evolution and Development of a Yup'ik Teacher" (Gerald V. Mohatt, Nancy Sharp); "Two Teachers, Two Contexts" (Gerald V. Mohatt, Fannie Parker); "Don't Act Like a Teacher! Images of Effective Instruction in a Yup'ik Eskimo Classroom" (Sharon Nelson-Barber, Vicki Dull); "Identifying and Understanding Cultural Differences: Towards a Culturally Based Pedagogy" (Jerry Lipka, Evelyn Yanez); "Expanding Curricular and Pedagogical Possibilities: Yup'ik-Based Mathematics, Science, and Literacy" (Jerry Lipka); and "Transforming Schooling: From Possibilities to Actuality?" (Jerry Lipka). An appendix describes methodology used in collaborative action research. An epilogue (Jerry Lipka, Gerald V. Mohatt) discusses declining university support, language shift, continuing development of Ciulistet teachers, and increasing involvement of Native elders in educational development. Contains references in most chapters, photographs, and author and subject indexes. (SV)

ED 431 566 RC 021 882

Enrollment Trends in Texas Public Schools. Policy Research Report Number 11.
PUB DATE- 98
NOTE- 17p.; Figures may not reproduce adequately.
LANGUAGE- English

ED 431 583 RC 022 030

Henderson, Bob; Cushing, Pamela
Pathways to Transformation.
PUB DATE- 98
NOTE- 4p.; In: Selected Monographs from the Association for Experiential Education International Conference: see RC 022 022.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adventure Education; Attitude Change; Consciousness Raising; *Educational Objectives; *Experiential Learning; Higher Education; *Individual Development; Skill Development
IDENTIFIERS- Deep Ecology; *Transformative Learning

The ubiquitous use of the term "transformation" in experiential education has blurred its specific meaning in any given case. Designing an effective curriculum requires instructors to determine what kind of transformation they would like to generate. A review of two research projects provides insights about different types of personal change and development. The projects examined outcomes of a classic Outward Bound course to develop self-confidence and outdoor leadership skills and those of a university-level travel course that sought to challenge students' assumptions about the earth and their relationship to it. In both projects, personal change or transformation varied among individuals in four ways: content or area of change, degree or intensity of change, longevity of change postcourse, and the extent of integration with other areas of students' lives. A typology of transformational aims is suggested: skill (to develop skills according to given guidelines); citizenship (to develop students' views of the world and their role in it); and ecological (to transform society by encouraging students to rethink the existing social order and cultural assumptions). Contains 13 references. (SV)

ED 431 584 RC 022 031

Thomas, David A.
The Psychology of Human Performance.
PUB DATE- 98
NOTE- 4p.; In: Selected Monographs from the Association for Experiential Education International Conference (26th, Incline Village, Nevada, November 5-9, 1998); see RC 022 022.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Evaluation Criteria; Failure; Goal Orientation; *Information Needs; *Knowledge Level; *Motivation; Negative Attitudes; *Performance Factors; Self Efficacy; Work Attitudes
IDENTIFIERS- Training Needs

This paper offers a theoretically grounded template for analyzing the root causes of individual performance problems in school, work, or personal pursuits. There are four basic reasons why individuals fail to perform as desired: they don't know what to do (communication problem); they don't know how to do it (knowledge problem); they don't want to do it (motivation problem); or they are not permitted to do it (environmental support problem). This paper confines itself to knowledge and motivation problems. Considerations are listed for identifying knowledge-based performance problems. Interventions or training

Integrated Approach.
PUB DATE- 99
NOTE- 163p.; Illustrated by Rhett E. Kennedy.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Agricultural Education; Agriculture; *Childrens Literature; Conservation Education; Elementary Education; *Environmental Education; *Integrated Activities; Land Use

This book offers a series of activities that can be conducted in the manner that seems most reasonable for a particular class at a particular time. Teachers can select from the chapters those activities that fit their goals and objectives. Chapters include: (1) Land Development; (2) Land Ownership; (3) Agriculture Land Use; (4) Urban Land Use; (5) Patterns of Movement; (6) The Water Cycle; (7) Watershed Management; (8) Effects of Industry on Water; (9) Natural Disaster; (10) Historical Patterns of Environmental Impact; (11) Environmental Awareness; (12) Forest Management; (13) Air Pollution; (14) Solid Waste and Recycling; and (15) Effects of Environmental Change. Each chapter focuses on a different work of literature and includes a summary, science and content related concepts, content related words, activities, and related books and references. An appendix provides answer keys. Contains an index. (CCM)

ED 431 605 SE 062 543

Kahn, Peter H., Jr.; Lourenco, Orlando
Water, Air, Fire, and Earth--A Developmental Study in Portugal of Environmental Conceptions and Values.
PUB DATE- 99
NOTE- 26p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (Albuquerque, NM, April 15-18, 1999).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Concept Formation; Elementary Secondary Education; *Environmental Education; Foreign Countries; Scientific Research; Teaching Methods; Value Judgment; Values
IDENTIFIERS- Portugal

This study contributes to an emerging body of research on the development of the human relationship with nature. One hundred and twenty participants from four grade levels (fifth, eighth, eleventh, and college) were interviewed about their environmental conceptions and values. Results showed that participants valued many aspects of nature and sought, in various ways, to coordinate (sometimes unsuccessfully) human needs and desires with the flourishing of the natural world. Participants' conceptions of harmony cut across five categories that included physical, sensorial, experiential, relational, and compositional. Developmentally, compositional reasoning increased with age. Participants' justifications for their evaluations included both anthropocentric appeals (e.g., to personal interests, human welfare, and aesthetics) and biocentric appeals (e.g., that nature has intrinsic value or rights). Based on cross-cultural comparisons to studies conducted with younger children in the United States (Kahn and Friedman, 1995) and the Brazilian Amazon (Howe, Kahn, and Friedman, 1996), the emergence of biocentric reasoning would

PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Climate; Drought; Elementary Education; Environmental Influences; Floods; Hurricanes; *Science Activities; Science Education; *Scientific Concepts; Tornadoes; Water; *Weather; Wind (Meteorology)

This book is a teaching resource for the study of weather-related phenomena. A "weather unit" is often incorporated into school study because of its importance to our daily lives and because of its potential to cut across disciplinary content. This book consists of two parts. Part I covers the major topics of atmospheric science such as the modern scope of atmospheric science; the Earth-sun relationship; the composition and structure of the Earth's atmosphere; temperature, moisture, and pressure as the ingredients of weather; atmospheric movement; instruments, equipment, and observation methods; precipitation; weather systems; weather forecasting; and weather sights and sounds. Part II provides extensive treatment of Earth's climate system and the most notable manifestations of the atmosphere such as thunderstorms, tornadoes, hurricanes, blizzards and snowstorms, floods and drought, and temperature extremes. Part II also addresses important contemporary issues such as air pollution, global warming, ozone loss, and acid deposition with a focus on education, awareness, and preparedness. (WRM)

ED 431 628 SE 062 689

Joannon-Bellows, Felicia J.
The Relationship between High School Mathematics Teachers' Leadership Behavior and Students' Mathematics Anxiety.
PUB DATE- 99
NOTE- 36p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- High Schools; *Leadership; *Mathematics Anxiety; Mathematics Instruction; *Mathematics Teachers; Secondary School Teachers; *Sex Differences; Student Attitudes; Student Evaluation of Teacher Performance; *Teacher Behavior

This study examined teacher leadership behavior in the high school mathematics classroom according to Kouzes and Posner's conceptual framework of credible, exemplary leadership. Data were gathered from 13 mathematics teachers, and 445 high school mathematics students from two suburban high schools. This study found that students did not perceive their teachers to be credible leaders in the classroom and that higher levels of mathematics anxiety in students were found to be significantly related to two teacher leadership behaviors. There were no significant gender differences found between male and female students' reported mathematics anxiety levels; however, gender differences were found to exist between male and female students' perceptions of their teacher's leadership behavior. (Contains 52 references.) (Author)

ED 431 629 SE 062 690

Lee, Valerie E.; Burkam, David T.; Chow-Hoy, Todd; Smerdon, Becky A.; Goverdt, Douglas
High School Curriculum Structure: Effects on Coursetaking and Achievement in Mathematics for High School Graduates. An Examination of Data from the National Education Longitudinal Study of 1988. Working Paper Series.
PUB DATE- 98

Materials (070),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Access to Education; Cultural Context; *Curriculum Development; Curriculum Research; *Educational History; Elementary Secondary Education; Foreign Countries; *Government Role; *National Standards; *Public Schools
IDENTIFIERS- *Australia; Curriculum Implementation; Grounded Theory

Despite calls for a coherent national approach to curriculum, Australian States and Territories generally have been reluctant to shed any control over matters of education. The curriculum dynamic has been further complicated by a culture of schooling that emerged from the 1960s in which school curriculum has increasingly been regarded as an area of local school responsibility. This book reviews the role played in the shaping of school curriculum by successive Commonwealth governments which, especially since 1965, have come to regard education as important to the national interest. The challenge facing curriculum reformers is to reconcile demands for professional curriculum autonomy, which is essential to the implementation and maintenance of any reform process, with the emerging demand that all Australian students should be entitled to adequate access to valid and comprehensive educational knowledge that is consistent with the national interest. The approach was to ground the discussion as far as possible in the actual practice of national curriculum development in the Australian context. The tradition it drew on is that of curriculum research and evaluation rather than of curriculum theory. That is not to suggest that the approach adopted is atheoretical, but rather that its theoretical base is located in what Glaser and Strauss (1967) refer to as grounded theory, the theory emerges from the practice. Contains extensive references and 3 figures. (BT)

ED 431 650 SO 029 797

DeVitis, Joseph L., Ed.; Johns, Robert W., Ed.; Simpson, Douglas J., Ed.
To Serve and Learn: The Spirit of Community in Liberal Education. Counterpoints: Studies in the Postmodern Theory of Education, Volume 37.
PUB DATE- 98
NOTE- 181p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- *Curriculum Development; Demonstration Programs; *General Education; Global Approach; Higher Education; Liberal Arts; School Community Relationship; *Service Learning; *Student Educational Objectives; *Theory Practice Relationship
IDENTIFIERS- *Community Service; Learning Environments

The product of faculty, staff, and students from 10 exemplary programs in service learning at selected liberal arts colleges across the country, this collection of essays addresses vital issues in liberal learning and education for community. The collection's focus is the creation of educational goals and strategies for developing a service curriculum and for assuring an integral role for service learning within distinctive institutional settings. It highlights intimate connections between theory and practice with a shared emphasis on critical/reflective inquiry, social responsibility, and empowerment. Following an introduction by the editors, essays in Part 1, "Service Learning and General Education," are as follows: (1) "Education for Responsible Citizenship at Drury

Standards; *Student Educational Objectives
IDENTIFIERS- *Washington

Stating that social studies can help students find order in their lives by illustrating patterns and connections of human existence, this guide addresses essential learning requirements for social studies in the state of Washington. The guide notes that these requirements seek to give students the knowledge and skills they need to participate as responsible and effective citizens in an increasingly complex world. The guide cites three essential learning requirements for history (1) the student examines and understands major ideas, eras, themes, developments, turning points, chronology, and cause-and-effect relationships in the United States, world, and Washington State history; (2) the student applies the methods of social science investigation to investigate, compare, and contrast interpretations of historical events; and (3) the student understands the origin and impact of ideas and technological developments on history and social change. The guide cites three geography requirements: (1) the student uses maps, charts, and other geographic tools to understand the spatial arrangement of people, places, resources, and environments on the earth's surface; (2) the student understands the complex physical and human characteristics of places and regions; and (3) the student observes and analyzes the interactions among people, the environment, and culture. Students should understand basic economic concepts and analyze the effect of economic systems on individuals, groups, and society. Each learning requirement is further subdivided and detailed. (BT)

ED 431 670   SO 030 701

Essential Academic Learning Requirements (1997): Arts.
PUB DATE- 98
NOTE- 16p.; For a related document, see SO 030 700.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Academic Standards; *Art Education; Benchmarking; Creative Expression; Educational Benefits; Elementary Secondary Education; *Fine Arts; Learning Activities; *Public Schools; State Curriculum Guides; *State Standards; *Student Development; Student Educational Objectives
IDENTIFIERS- *Washington

Educating students in the arts provides benefits not available through any other means. This guide to essential learning requirements for the arts for Washington state students defines the arts as creative expressions using sound, image, action, and movement. The guide explains that the arts help students to develop intellectual, social, personal, and aesthetic skills. It cites four essential learning requirements in the arts: (1) the student acquires the knowledge and skills necessary to create, to perform, and to respond effectively in the arts; (2) the student applies the creative process with arts knowledge and skills to reason and solve problems; (3) the student uses at least one of the art forms (visual arts, music, drama, and/or dance) to communicate ideas and feelings; and (4) the student understands how the arts connect to other subject areas, life, and work. Each learning requirement is further subdivided and detailed. (BT)

ED 431 671   SO 030 707

Nessel, Paula A.

legends. Featured articles discuss how stories passed from generation to generation to reveal clues about history. The volume includes a family legend dating from the Civil War era, Native American myths about the origins of man, a legend preserved by Czechoslovakian immigrants, Underground Railroad legends, and famous Iowan hoaxes. Student activities include a myths and legends crossword puzzle, a history hunt maze, and questions about Nathan Isbell Jr.'s diary. (MM)

ED 431 691 SO 030 872

Thelin, Bengt
Fostered to Internationalism and Peace: Biographical Notes on UN General Secretary Dag Hammarskjold. Peace Education Miniprints No. 97.
PUB DATE- 98
NOTE- 17p.; Revised version of a paper presented at the International Peace Research Association Conference, Peace History Commission (Durban, South Africa, June 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Cultural Background; Foreign Countries; *International Cooperation; *International Organizations; *International Relations; *Peace; *Profiles
IDENTIFIERS- Biodata; *Hammarskjold (Dag); Peace Education; *United Nations

This paper presents some biographical glimpses of Dag Hammarskjold's childhood and youth. It is a period of the life of the late United Nations (UN) Secretary General (1905-1961) that has been dealt with very little by his biographers. Hammarskjold's private archives at the Royal Library in Stockholm are now available for research. These sources lead to two observations: (1) his family background, the intellectual, cultural, and international environment in which he grew up and lived were important preconditions for his later career; and (2) they deepen and confirm the knowledge of his intellectual capacity and moral integrity, showing that these characteristics, as well as his religious and responsible nature, matured early in his life. Contains 6 notes and references. (BT)

ED 431 692 SO 030 878

VanSledright, Bruce A.
Concept- and Strategic-Knowledge Development in Historical Study: A Comparative Exploration in Two Fourth-Grade Classrooms.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 97
NOTE- 53p.; Paper presented at the Annual Meeting of the National Council for Social Studies (Cincinnati, OH, November 1997).
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Classroom Research; Comparative Analysis; *Concept Formation; Grade 4; Intermediate Grades; Interviews; *Knowledge Level; Research Skills; *Social Studies; State History; *Student Research; *Teacher Role
IDENTIFIERS- Concept Acquisition; Historical Research; Knowledge

Committee. Three additional committees also provided information for the development of the report. A list of 11 supporting documents that are available upon request is provided. (SM)

ED 431 709 SP 038 564

Askins, Billy E.; Logan, Neal; Nelson, Jill
Collaborative Efforts Result in a Successful Field Based Program for the Preparation of Secondary Teachers in Social Studies.
PUB DATE- 99
NOTE- 18p.; Paper presented at the Annual Meeting of the American Educational Research Association (Montreal, Quebec, April 19-23, 1999). Half of document is on colored paper, may not reproduce well.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *College School Cooperation; Field Experience Programs; Higher Education; Mentors; Museums; *Preservice Teacher Education; Principals; *Professional Development Schools; Secondary Education; *Social Studies; Student Evaluation; Teachers
IDENTIFIERS- Lubbock Independent School District TX; Texas Tech University

Collaborative efforts by Texas Tech University (TTU) and the Lubbock Independent School District (ISD) resulted in an innovative program to improve the preparation of secondary-level preservice teachers in social studies. The program is grounded in the realities of the social studies classroom. Students are organized by teaching field in a six-semester-hour block which meets in a Professional Development School (PDS). The curriculum includes: an overview of policies, practices, and perspectives on schools in Texas; local school orientation sessions; classroom assignments/observations; local curriculum documents; infusing the teaching of thinking into the curriculum; methods, techniques, and evaluation procedures appropriate to teach various subjects in social studies; adapting textbooks for students with learning disabilities; and developing various projects pertaining to the state accountability program (Texas Assessment of Academic Skills) by using the social studies objectives and measurement specifications. The social studies cohort has also added learning experiences outside the classroom through trips to the Museum of TTU, the Ranching Heritage Center, and the Lubbock Lake Landmark with the objective of teaching how various types of museums act as resources to teach social studies. A unique feature of this program is the role and support provided by the principal and preservice mentor at the PDS and the coordinator of secondary language and social studies of the Lubbock ISD. (SM)

ED 431 710 SP 038 565

Keeves, John, Ed.; Majoribanks, Kevin, Ed.
Australian Education: Review of Research. 1965-1998.
PUB DATE- 99
NOTE- 364p.; Prepared for the Academy of the Social Sciences in Australia.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020),Information

of learning materials were the major advantages of coming to North America. Factors that prohibited smooth transition included inability to speak English fluently (especially at school), lack of enough teacher attention, lack of close and strong relationship with teachers, lack of learning content, reduced enthusiasm about school, and feelings of inferiority among peers. The paper discusses findings according to language and cognition, the Tanzanian child's perception of race, and confusion between racial label and socioeconomic background. (Contains 16 references.) (SM)

ED 431 728 SP 038 589

Weiner, Lois; Bloom, Arlene; Hall, Althea; Juncker, JoAnne; Obi, Roselynn; Pagano, Alicia; Rand, Muriel
Clarifying the Multiple Linkages between Curriculum and Instruction in Programs of Urban Teacher Preparation and State Educational Policy Promoting School Reform.
SPONS. AGENCY- Spencer Foundation, Chicago, IL.
PUB DATE- 99
NOTE- 43p.; Paper presented at the Annual Meeting of the American Educational Research Association (Montreal, Quebec, Canada, April 19-23, 1999).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Case Studies; *Educational Change; Educational Improvement; *Educational Policy; Elementary Secondary Education; Females; Higher Education; Politics of Education; Preservice Teacher Education; Public Education; *Sex Discrimination; Student Teachers; Teacher Educators; *Urban Education
IDENTIFIERS- *State Policy

This paper examines interrelationships between curriculum and instruction in an urban teacher education program and state educational policies promoting school reform. It notes how national policy talk and organizational strategies promoting systemic reform in schools serving low-income students influence the work of teacher educators preparing teachers for urban settings. The paper presents the experiences of seven teacher educators in an urban education program, comparing stated intentions of state policies for improving schools with actual effects observed by teacher educators. Cases are based on data collected by university faculty, including: field notes during visits to student teachers, evaluation reports of student teachers, notes about class incidents, and students' written classwork. Overall, the cases suggest that state policies adopted with the rationale of improving education in fact constrain faculty from helping students learn to teach against the grain of accepted practice in urban schools. The cases warn about the limitations of systemic reform as it is developing. They raise questions about how policies that seem reasonable and rational become destructive. The researchers suggest that the divide between teacher research and academic research in part results from disparity in the proportion of females in teaching and teacher education. Information and insights from female teacher educators working in programs that prepare urban teachers are missing in debate about educational reform. (Contains 68 references.) (SM)

ED 431 729 SP 038 590

The activities include: Fruit Fun; Exercise Makes Your Heart Strong; Alphabet Stew; Be a Low-Fat Detective; Foods Can Help or Hurt Your Heart; Fat and Cholesterol are Bad; Food Find; Healthy Snacks--Find All 11!; Happy Heart Word Find; Can You Find Your Pulse?; One-Letter Change; Healthy Heart Crossword Puzzle; Nutrition Haiku; Fun with Acrostics; Find the Hidden Message; Carrots are on Top; Learning About Labels; High or Low?; Test Your Exercise and Heart Smarts; and Two-Letter Change. The curriculum also describes how to make traditional classroom activities into nutrition education activities. (SM)

ED 431 747 SP 038 614

Hanna, Judith Lynne
Partnering Dance and Education. Intelligent Moves for Changing Times.
PUB DATE- 99
NOTE- 256p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Children; Cultural Differences; *Dance Education; Diversity (Student); Elementary Secondary Education; High Risk Students; Higher Education; Interdisciplinary Approach; *Movement Education; Play; Sex Differences; Stress Management; Teachers

This book offers information and insights for university dance educators and their students, administrators, policy makers, parents, dance instructors, dancers, and dance enthusiasts. Part 1, "Understanding Dance Education," explains key features of the discipline of dance and how it is a performing, liberal, physical, and applied art. Its four chapters include (1) "Is Dance a Distinct Body of Knowledge?" (2) "The Power of Dance Well Taught," (3) "Survival of Dance Education," and (4) "Who Should Teach Dance?" Part 2, "Learning In, About, and Through Dance," describes how to teach social, academic, and career skills through dance. Its chapters include (5) "Teaching Academic, Citizenship, and Workplace Skills Through Dance," (6) "Dance Education for At-Risk Youth," (7) "Children's Dance at Play as a Teaching Tool," (8) "National Identity and Cultural Diversity in Dance Education," (9) "Dance Education and Gender," and (10) "Dance Education and Stress." A finale, "Overcoming Obstacles and Moving Forward," discusses hurdles to dance education's success and notes promising pathways to overcome these obstacles. The three appendixes include discussion questions, an outline of National Dance Education Standards, and dance education resources. (SM)

ED 431 748 SP 038 615

Suranna, Keith J.; Weinland, Thomas P.
Changing Perspectives and Practices in the Preparation of Elementary School Teachers at the University of Connecticut.
PUB DATE- 99
NOTE- 12p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Bachelors Degrees; *College School Cooperation; College Students; Educational Change; Elementary Education;

area, and principals from Milwaukee's Public Schools (MPS). The program was designed to: (1) provide expert resource people, mentoring, and interaction with university faculty to MPS principals; (2) provide a continuing forum for principal interaction with colleagues in order to establish a network of principals with a common vision for schools and leadership; (3) provide a forum for university faculty to work together with input from principals and business executives to develop a greater understanding of the leadership needs of principals; (4) redesign the preparation program for future MPS administrators and the curriculum for future principals; and (5) be a model of system-wide leadership for other school districts. Program participants met monthly to listen to presentations and then later reflect in discussion groups. This paper describes program participants, program presentations during the first year, opinions of program participants after the first year, program presentations during the second year, and hurdles faced during program implementation. (SM)

ED 431 766 SP 038 634

Jeffries, Rhonda Baynes
African American Teaching and the Matriarchal Performance.
PUB DATE- 95
NOTE- 12p.; Paper presented at the Critical Issues in Education for Pupil Service Personnel Forum Series (Milwaukee, WI, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Black Mothers; *Blacks; Elementary Secondary Education; *Females; Higher Education; Racial Bias; Racial Segregation; Sex Role; *Teacher Role; *Teacher Student Relationship; Teachers
IDENTIFIERS- *African Americans; *Matriarchy

This paper discusses the role of matriarchs in African-American culture, explaining that traditionally, African-American matriarchs arise from a combination of African norms and American social positions that naturally forces them to assume leadership conditions. The roles these women assume are a response to the desire to survive in a society that has created and perpetuated a complicated system of social and economical domination for the African-American men with whom they share their lives. They are not exceedingly powerful beings outside of their communities, though they have accomplished great things under the oppressive devices of many. In education, these women are such a strong force because of the history attached to this position. With education being one of the few professions in which African Americans could work, the matriarch was a substantial figure in African-American culture and education. The matriarchs reacted to the social, emotional, educational, and sometimes even financial needs of their students. The matriarchs drew upon matriarchal tradition to help their students get prepared for classes and life in school. They worked toward bridging the gap between school and community, making home visits on a regular basis. They had a nurturing role that helped African-American students and their families in their collective struggle for racial, social, and economic equality. (SM)

ED 431 767 SP 038 635

Wheeler, Nedra Skaggs
Troubled Students and Schools.

April 19-23, 1999). For related documents, see Tm 029 871 and TM 029 874.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Achievement Gains; Definitions; English (Second Language); Glossaries; Grade 8; Language of Instruction; *Limited English Speaking; *Mathematics Achievement; Mathematics Tests; Middle School Students; Middle Schools; Performance Factors; Socioeconomic Status; Student Characteristics; *Test Construction; Test Items; Test Results; *Timed Tests
IDENTIFIERS- *National Assessment of Educational Progress

The impact of testing accommodation on the performance of students with limited English proficiency (LEP) was studied, focusing on the possibility of differential impact of accommodation strategies on subgroups formed based on students' background characteristics and the validity of assessments using accommodated versus nonaccommodated assessments. Using mathematics items from the National Assessment of Educational Progress, four accommodations were examined: (1) modified (simplified) English; (2) a glossary with definitions for potentially difficult nonmathematics terms; (3) extra testing time; and (4) the glossary plus extra time. The accommodated assessments were distributed to 900 middle school students, some of whom were LEP students. Receiving extra time had a favorable impact on student achievement, and extra time plus the glossary had the greatest positive effects. Results also suggest differential impact of accommodations on different subgroups of English language learners when characteristics of socioeconomic status, type of mathematics class, language of instruction, English proficiency, and time in the United States were considered. Determining the validity of the accommodated examinations was complicated, but results indicate that accommodation also significantly increases the performance level of non-LEP students. (SLD)

ED 431 788 TM 029 873

Dimitrov, Dimiter M.
Mathematics and Science Achievement Profiles by Gender, Race, Ability, and Type of Item Response.
PUB DATE- 99
NOTE- 18p.; Paper presented at the Annual Meeting of the American Educational Research Association (Montreal, Quebec, Canada, April 19-23, 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Ability; *Academic Achievement; Cultural Differences; *Ethnic Groups; Grade 5; Intermediate Grades; *Mathematics Achievement; Mathematics Tests; Racial Differences; Responses; *Science Education; Science Tests; *Sex Differences; State Programs; *Test Items; Testing Programs
IDENTIFIERS- Ohio; *Science Achievement

The purpose of this study was to determine patterns of gender and ethnic differences in science and mathematics achievement of fifth graders, taking into account student ability, item response format, and strands of learning outcomes. Subjects were 2,551 fifth graders from a large urban area in Ohio. The Ohio Off-Grade Proficiency Test was used. In mathematics, there were no gender differences, but there were ethnic differences

Lundeberg, Mary A.; Bergland, Mark; Klyczek, Karen; Mogen, Kim;
Johnson, Doug; Harmes, Nina

Increasing Interest, Confidence and Understanding of Ethical Issues in Science through Case-Based Instructional Technology.

PUB DATE- 99

NOTE- 34p.; Paper presented at the Annual Meeting of the American Educational Research Association (Montreal, Quebec, Canada, April 19-23, 1999).

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150),Test, Questionnaires, Evaluation Instruments (160)

DESCRIPTORS- *Case Method (Teaching Technique); *College Students; Comprehension; *Computer Simulation; Computer Software; Data Analysis; Educational Technology; *Ethics; Genetics; Higher Education; *Science Education; Sex Differences

IDENTIFIERS- Confidence

Software designed to promote the use of open-ended investigations in science education was evaluated in a study of whether using case-based simulation enhances students' understanding of ethical issues and data interpretation in science. The software was a DNA gel electrophoresis simulation that enabled students to conduct simulated genetic tests. Students chose a case with a genetic disease, researched the disease, and presented their test results. Forty-three college students, mostly nonscience majors, participated in the study. To evaluate the impact of the case-based simulations, an interdisciplinary team designed and administered qualitative and quantitative measures assessing students' interest, confidence, understanding of ethical issues, and interpretation of data. Students' understanding of ethical issues associated with genetic testing increased significantly for men in the experimental group. The case-based simulation enhanced interest in biology and confidence in understanding biology, particularly for female students. Four appendixes contain a case example, the student survey of interest and confidence, a case analysis task, and the scoring rubric for the task. (Contains 3 figures and 25 references.) (SLD)

ED 431 808   TM 029 927

Jiang, Hai

Estimation of Score Distributions for TOEFL Concordance Tables.

PUB DATE- 99

NOTE- 19p.; Paper presented at the Annual Meeting of the National Council on Measurement in Education (Montreal, Quebec, Canada, April 20-22, 1999).

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Computer Assisted Testing; *English (Second Language); Estimation (Mathematics); Scaling; *Scores; *Statistical Distributions; Tables (Data)

IDENTIFIERS- *Concordance (Data); Paper and Pencil Tests; *Test of English as a Foreign Language

The purpose of this paper is to describe the techniques used in establishing the concordance tables between the Test of English as a Foreign Language (TOEFL), paper and pencil (P&P), and computer-based testing (CBT) sections and total reported score scales. Listening, reading, and composite structure and essay scores plus a total score are reported in the CBT on scales references.) (Author/SLD)

ED 431 828 UD 032 971

Norasing, VonMany; Mack, Faite R-P.; Collins, Sherry
Laotian Refugee Parents' Perceptions of a "Best Teacher."
PUB DATE- 99
NOTE- 45p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Asian Americans; Cultural Differences; Elementary Secondary Education; *Laotians; *Parent Attitudes; *Refugees; Teacher Characteristics; *Teacher Effectiveness

The perceptions of Laotian refugee parents about what constitutes a "best teacher" were studied. The study focused on the Lao Loum ethnic group, and did not include members of Hmong or other ethnic minority groups. Twenty-eight Likert-based interviews were conducted with Laotian refugee parents residing in 5 states in the United States. Parent responses indicated that the "best teacher" would be Asian, teach at the high school level, and be male. They thought that the best teacher would be able to manage disruptive behavior and enforce fair discipline while demonstrating punctuality and good attendance. The best teacher would accept constructive criticism in a positive manner, be fair with regard to issues of race and ethnicity, and fair to both genders. Parents were not interested in having the teacher reward positive behavior rather than punishing negative behavior, nor did they value high expectations for all students, demanding grading, and effective communication with students at their levels of learning. The perceptions about a best teacher may reflect prior experiences of these parents in Laos, and may not concur with characteristics identified in the United States for superior teachers. (Contains 28 figures and 75 references.) (SLD)

ED 431 829 UD 032 972

Ayers, William
Simple Justice: Thinking about Teaching and Learning, Equity and the Fight for Small Schools.
PUB DATE- 99
NOTE- 27p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Elementary Education; *Equal Education; *School Size; *Small Schools; Teacher Effectiveness; *Teacher Role; Urban Schools

Teaching is an intellectual task of serious proportions, in part because the student and situation are constantly changing. The task of teaching involves, as well as intellectual commitment, an ethical stance with an implied moral contract. A good teacher communicates a deep regard for students' lives and the belief that each student is unique and worthy of reverence. Regard extends to the insistence that students have access to tools with which to negotiate and transform the world. Ernest Gaines' "A Lesson before Dying" illustrates the position of a teacher faced with a resistant student and the self-reflection that comes with struggling to teach well. Teaching and learning are fundamentally relational, but large schools are most often structured in ways that make real relationship impossible. A

Psychologist's Race" (Jill G. Morawski); (3) "Differences in a Minor Key: Some Modulations of History, Memory, and Community" (Deborah P. Britzman); (4) "Behind Blue Eyes: Whiteness and Contemporary U.S. Racial Politics" (Howard Winant); (5) "Witnessing Whiteness" (Michelle Fine); (6) "White Out: Multicultural Performances in a Progressive School" (Virginia Chalmers); (7) "Underground Discourses: Exploring Whiteness in Teacher Education" (Pearl M. Rosenberg); (8) "Resisting Diversity: An Alaskan Case of Institutional Struggle" (Perry Gilmore, David M. Smith, and Apacuar Larry Kairaiuak); (9) "The Art of Survival in White Academia: Black Women Faculty Finding Where They Belong" (Donelda Cook); (10) "Border Guards: Ethnographic Fiction and Social Science" (William G. Tierney); (11) "Consuming the Other: Whiteness, Education, and Cheap French Fries" (Michael W. Apple); (12) "Racing in America" (William C. Ayers); (13) "Stories of Colonial and Postcolonial Education" (Dennis Carlson); (14) "Keeping the White Queen in Play" (Michael Billig); (15) "Colonial Remnants: Assumptions of Privilege" (Louise H. Kidder); (16) "Does White Racism Necessarily Mean Antiblackness? Aversive Racism and Prowhiteness" (Samuel L. Gaertner, John F. Dovidio, Brenda S. Banker, Mary C. Rust, Jason A. Nier, Gary R. Mottola, and Christine M. Ward); (17) "Confessions of an Affirmative Action Mama" (Faye J. Crosby); (18) "'I'm White! So What?' The Construction of Whiteness for Young Londoners" (Ann Phoenix); (19) "Is White a Race? Expressions of White Racial Identity" (Robert T. Carter); (20) "Re-examining 'A Moment in History': Loss of Privilege inside White Working-Class Masculinity in the 1990s" (Lois Weiss, Amira Proweller, and Craig Centrie); (21) "Race, Suburban Resentment, and the Representation of the Inner City in Contemporary Film and Television" (Cameron McCarthy, Alicia Rodriguez, Shuaib Meecham, Stephen David, Carrie Wilson-Brown, Heriberto Godina, K. E. Supryia, and Ed Buendia); (22) "Who's White? Television Talk Shows and Representations of Whiteness" (Corinne Squire); (23) "Whites Are from Mars, O.J. Is from Planet Hollywood: Blacks Don't Support O.J. and Whites Just Don't Get It" (James M. Jones); (24) "Double Binds of Whiteness" (Elizabeth Ellsworth); (25) "Denying (White) Racial Privilege: Redemption Discourses and the Uses of Fantasy" (Leslie G. Roman); (26) "The Revolution of Little Girls" (Pat McPherson); (27) "Through the Looking Glass: Implications of Studying Whiteness for Feminist Methods" (Aida Hurtado and Abigail J. Stewart); (28) "Surfacing Our-selves: Gringa, White--Mestiza, Brown?" (M. Brinton Lykes and Amelia Mallona); (29) "The White Girl in Me, the Colored Girl in You, and the Lesbian in Us: Crossing Boundaries" (Medria L. Connolly and Debra A. Noumair); (30) "White Educators as Allies: Moving from Awareness to Action" (Sandra M. Lawrence and Beverly Daniel Tatum); (31) "Interrupting Historical Patterns: Bridging Race and Gender Gaps between Senior White Men and Other Organizational Groups" (Nancie Zane); and (32) "Home/Work: Antiracism Activism and the Meaning of Whiteness" (Becky Thompson and White Women Challenging Racism). Each chapter contains references. (SLD)

ED 431 851 UD 033 014

Douglas, Elaine
Plain Talk: The Story of a Community-Based Strategy To Reduce Teen Pregnancy.
PUB DATE- 98
NOTE- 37p.; Photographs may not reproduce well.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.

EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Bilingual Education Programs; Blacks; Diversity (Student); *Economically Disadvantaged; Elementary Secondary Education; *Enrollment; *Enrollment Trends; *Ethnic Groups; Geographic Distribution; Hispanic Americans; Population Distribution; *Public Schools; Special Education; Whites
IDENTIFIERS- *Texas

This report provides an overview of Texas enrollment trends and growth of special instructional programs, and redistribution of the student population geographically and by community type. National enrollment trends are also presented. In the 10 years from 1987-88 to 1997-98, Texas public school enrollment increased at a faster rate than national enrollment. The student population increased in both size and diversity as African American, Hispanic, and other minority students became a majority of the total enrollment. The number of Hispanic students increased by 45 percent in the last decade. The African American student population grew at a slower rate than the total student population. Student participation in special instructional programs also increased over the past decade. Of the 666,961 students added to the Texas public education system between 1987-88 and 1997-98, over 60 percent were students receiving special education or bilingual education/English as a second language (ESL) services. Texas is divided into 20 geographic regions, each served by an education service center. Enrollment trends for each region are presented based on total students and percentage that are economically disadvantaged. Percentages of each region's students participating in special programs in 1997-98 are listed for special education, bilingual/ESL, gifted and talented, and career and technology. Enrollment trends are also presented by school's community type on a scale ranging from major urban to rural. The report contains figures, data tables, and 15 references. (CDS)

for knowledge-based problems must address the following: (1) whether the knowledge needed to improve performance is primarily declarative or procedural; (2) how different or novel the necessary knowledge is, compared to the individual's current knowledge base and capacity to learn; and (3) how to present the new knowledge to maximize the specific individual's chances of learning and using it. Motivation problems include lack of commitment and overconfidence; symptoms include procrastination, "passing the buck," careless mistakes, giving up easily, and denigrating the task. Ford's Motivation Systems Theory (MST) provides a useful framework to summarize and apply motivational research. MST assumes that motivated behaviors can be explained by personal goals (goal content and related cognitive processes), personal agency beliefs, and goal-related emotions. Choice and commitment problems are distinguished from effort problems. (SV) appear to depend more on development than culture. Contains 34 references. (Author/NB)

ED 431 606 SE 062 545

Ediger, Marlow
Psychological Foundations in Teaching Mathematics.
PUB DATE- 99
NOTE- 22p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Elementary Secondary Education; *Learning Theories; *Mathematics Instruction; Teaching Methods
IDENTIFIERS- Bruner (Jerome S); Dewey (John); Gagne (Robert M); Piaget (Jean); Skinner (B F)

Mathematics teachers need to study diverse psychologies of learning so that individual learners may be guided to attain as optimally as possible. This paper discusses meaning theory in mathematics teaching and describes a variety of learning theories such as behaviorism, developmental psychology, and problem solving. (ASK)

ED 431 607 SE 062 554

Wang, HsingChi A.; Thompson, Patricia; Shuler, Charles; Harvey, LaNelle
Problem-Based Learning Approach for Science Teachers' Professional Development.
PUB DATE- 99
NOTE- 18p.; Paper presented at the Annual Meeting of the Association for the Education of Teachers in Science (Austin, TX, January 14-17, 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Educational Change; Elementary Secondary Education; *Instructional Effectiveness; National Standards; *Problem Based Learning; Problem Solving; Science Activities; *Teacher Education; Teaching Methods; Teaching Skills

This paper describes efforts to introduce teachers to three aspects of problem-based learning: (1) learning cases; (2) student-centered learning; and (3) small group cooperative learning. Problem-based learning was woven into the design of professional development institutes because of the organizers' idea that as teachers grow professionally in a problem-based learning environment, they develop a deeper conceptual understanding of problem-based learning and increase their confidence in using this type of approach. Field observations collected on the teacher participants' implementation of problem-based learning showed evidence that elementary teachers especially increased instructional time spent on science lessons. Contains 19 references. (WRM)

NOTE- 81p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Advanced Courses; *Course Selection (Students); High Schools; *Mathematics Achievement; *Mathematics Curriculum; Mathematics Instruction; Secondary Education

This study investigates how the structure of the high school curriculum influences how far graduates get in the secondary mathematics course pipeline, and their level of achievement in that subject by the end of high school. The study draws on data from the High School Effectiveness Supplement (HSES) of NELS:88, a broad-based longitudinal study of U.S. adolescents' experiences and accomplishments in public and private secondary schools in and around the 30 largest cities in the U.S., as well as from the students' high school transcripts. Using a two-stage stratified sample of 3,430 high school students in 184 high schools, the study used the Hierarchical Linear Models (HLM) statistical software to estimate school effects on individual students' behaviors and achievement. It was found that completing high-level mathematics courses is strongly associated with students' achievement; however, how schools structure their mathematics curricula influences how far their students get in the math course pipeline. Students who attend schools where more credits are accumulated in low-level mathematics courses make less progress to the more advanced courses. Curriculum structure, the types and numbers of mathematics courses offered and taken, has both a direct and an indirect effect on students' achievement in that subject. Implications of curriculum structure for students' academic progress are discussed. (Contains 50 references.) (Author/ASK)

College" (Eltjen J. Flikkema); (2) "The Salem Signature: Self-Discovery and Community Service" (M. Cynthia Farris; Sidney Kelly). Essays in Part 2, "Domestic Community and Liberal Education," are as follows: (3) "Intercultural Citizenship and Democratic Sensibility at Hobart and William Smith Colleges" (Richard Guarasci; David Mapstone); (4) "Vision, Voice, Vocation: The Westmont College Urban Program" (Steven Schultz; Stacia Brown); (5) "The Student Literacy Corps at West Virginia Wesleyan" (Jean M. O'Halloran); (6) "Liberationist Theology through Community Service-Learning at Trinity College of Vermont" (Oren W. Davis; Jennifer Dodge); (7) "The Southern Volunteer Corps at Birmingham-Southern College" (Stewart A. Jackson; Tonya L. Smothers). Essays in Part 3, "International Community and Liberal Education," are as follows: (8) "The Goshen College Study-Service Program" (J. Daniel Hess); (9) "International Service and the African-American Experience at Saint Augustine's College" (Barbara B. Tazewell); and (10) "The Global Perspective at St. Olaf: Study/Service Indonesia" (Rick Fairbanks; Tim Foss). (BT)

Teen Court: A National Movement. Technical Assistance Bulletin No. 17.

SPONS. AGENCY- Department of Justice, Washington, DC. Office of Juvenile Justice and Delinquency Prevention.
PUB DATE- 98
NOTE- 14p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Citizenship Education; Juvenile Justice; *Law Related Education; Responsibility; Secondary Education; *Sentencing; Social Studies; Victims of Crime
IDENTIFIERS- *Teen Courts

Teen courts have gained in popularity in the 1990s. These courts include youth courts, peer juries, peer courts, student courts, and other courts using juveniles to determine the sentences of juvenile offenders. The courts issue sentences that are carried out in a school or community setting and generally involve community service, jury duty, restitution, and apologies. Teen courts usually accept only first-time offenders who have committed relatively minor offenses (alcohol/drug, vandalism, disorderly conduct). A 1994 survey of teen courts identified four distinct models: a peer jury model and three trial models (adult judge model, youth judge model, tribunal model). Teen courts teach the concepts of justice, power, equality, property, and liberty. The courts foster responsible participation in civic life, the pursuit of justice, and appropriate sentencing for offenses. Evaluations of teen courts indicate that the key goals of the programs are being met. Teen courts offer the active learning of law-related education (LRE) through hands-on experience with the justice system. (MM)

Acquisition; *Knowledge Development; Maryland; *Strategic Knowledge

A study addressed the questions of what teachers and students do with background-concept questions in historical study, and how these questions are connected (or not) to the teaching of foreground concepts. If teachers borrow and teach reading-language arts research strategies (strategic knowledge) and integrate them into historical study, does this matter to students' historical concept- and strategic-knowledge development, and if so, how? The study addressed these questions by exploring them in the context of two fourth-grade classrooms where students were studying state history. Teachers were interviewed informally before the unit to obtain a sense of the unit's direction and time frame, and throughout the unit as an effort to understand what they were doing and why on a lesson-to-lesson basis. The growth of social studies concept knowledge, and especially strategic knowledge, suggests considerable promise for future efforts to bring reading, language arts, and conceptual domains such as history together in an integrated curriculum. Contains 4 figures, 3 tables of data, and 18 references. (BT)

Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Cognitive Ability; *Curriculum Development; Educational Administration; *Educational Research; Educational Technology; Elementary Secondary Education; Foreign Countries; Higher Education; Language Arts; Literacy Education; Mathematics Education; Politics of Education; Science Education; Social Environment; Socialization; Technological Advancement
IDENTIFIERS- *Australia

The collection of articles in this volume provides a review of research and scholarly work in the field of education that has been undertaken in Australia during the past 30 years. Part 1, "Background Perspectives," includes (1) "Social Context of Education" (Kevin Majoribanks); (2) "Politics of Education" (Grant Harman); (3) "Cognition and Instruction" (Helga A.H. Rowe), and (4) "Educational Administration" (Gabriele Lakomski). Part 2, "Curriculum Research," includes, (5) "Research into Curriculum Change" (John P. Keeves); (6) "Research into Language and Literacy" (Peter Freebody and Pam Gilbert); (7) "Research into Science Education" (Leonie J. Rennie, Barry J. Fraser, and David F. Treagust); (8) "Research into Mathematics Education" (John P. Keeves and Kaye Stacey); and (9) "Research into Social Learning" (Brian Crittenden). Part 3, "Special Domains," includes (10) "Research into Educational Measurement" (Geofferey Masters); (11) "Research into Work and Training" (William C. Hall); and (12) "Responses to Technological Change" (Jonathan Anderson). (SM)

Geary, William T.
There Are Solutions for All Challenges of Cooperative Learning.
PUB DATE- 99
NOTE- 18p.; Paper presented at the Annual Meeting of the American Educational Research Association (Montreal, Quebec, Canada, April 19-23, 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Cooperative Learning; Cultural Influences; Elementary Education; Elementary School Students; Elementary School Teachers; Grading; Group Activities; Interpersonal Competence; Student Behavior; Teacher Attitudes; Teaching Methods; Teamwork

This ethnographic case study investigated the challenges of six elementary teachers who attempted to embrace, comprehend, and apply elements of cooperative learning. The study examined solutions that teachers found effective in dealing with problems they encountered when using cooperative learning. Over the course of 1 year, researchers collected data from planning meetings, site visits with observations, questionnaires, individual interviews, and focus group discussions. Much of the data from teachers were self-report data. Researchers collected the data before, during, and after staff development sessions designed to help educators implement cooperative learning. The paper presents a quick summary of concerns about cooperative learning and an outline of solutions that were observed or reported. The summary focuses on whether: students are learning, high achievers are penalized, cooperation prepares students for success in a competitive world, group formation is problematic, one individual can subvert the group, group grading is unfair, students are overwhelmed by the responsibility, students are culturally unprepared for teamwork, behavior in cooperative learning presents a challenge, students form cliques and isolate others, and there is too much information with too little time. (Contains 72 references.) (SM)

Graduate Students; Graduate Study; Higher Education; Masters Degrees; *Masters Programs; Methods Courses; Nontraditional Education; Partnerships in Education; *Preservice Teacher Education; Student Teachers
IDENTIFIERS- University of Connecticut

Several years ago, the faculty at the University of Connecticut's School of Education embarked on an integrated Bachelor's/Master's elementary teacher preparation program. The new program originated in the educational reform literature of the late 1980s. Significant features included a commitment to: a fifth Master's year; a small number of school districts and professional development centers; each student spending at least 1 day per week in a school; each semester including a seminar where students could relate field experiences to college lectures, theory, and reading; students in their Master's year serving in curriculum development support roles within the school districts; and academic preparation that expected all students to meet the requirements of a liberal arts academic major. The program was especially innovative in parting with the three-credit course. For the elementary program, which had been married to 18 credits of elementary methods in traditional three-credit formats, the change set in motion an additional series of changes that continues to this day. The paper describes these changes, particularly as they impact the methods semester (the senior semester preceding student teaching). One of the innovative projects was for preservice teachers to regularly observe a university educator teaching in an elementary school, then critique his work. The preservice teachers found the program valuable because it offered them a deeper understanding of teaching. (SM)

PUB DATE- 99
NOTE- 21p.; Paper presented at the Summit on Education (Nashville, TN, June 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Behavior Problems; *Discipline; Elementary Secondary Education; Interpersonal Competence; *Student Behavior; Student Evaluation; Students; *Teacher Expectations of Students; Teacher Student Relationship; Teachers

This paper discusses how to manage students with behavior problems, noting the sharp difference between discipline problems of the 1940's and discipline problems of today (e.g., assault, murder, burglary, arson, and gang warfare). Some teachers are more effective than others in dealing with troubled students. Teachers' personal characteristics and ethics are more important than their theoretical orientation. Teacher attitudes and expectations in turn influence student performance. A student who is treated in a manner that reflects order, fairness, and logical consequences will be more likely to behave in such a way. Students must learn to value appropriate social behaviors while fostering individual responsibility. Teachers must understand student interaction with peers and facilitate appropriate peer interactions. The paper presents 12 suggestions for helping to establish and maintain order for troubled students. The bulk of the paper consists of charts and notes on how to assess student behavior and needs, how to determine what is wrong at the school that needs to be examined, and how to create solutions. (SM) that varied across ability levels and item response formats. In science, there were gender differences. The differences did not depend on ethnicity, but did vary across response formats, ability levels, and strands of learning outcomes. At the high ability level, boys did better than girls on open-ended format in physical sciences, but no gender differences were found in other science areas (nature of science, earth and space sciences, and life sciences). There were no gender differences in science achievement for the low and medium ability students. Regardless of gender, the largest gap between the achievement of the low, medium, and high ability students was on the open-ended format in physical sciences. (Contains 4 figures, 2 tables, and 34 references.) (Author/SLD)

that are nonoverlapping with the P&P scales. The concordance study was conducted to make it possible to equate the CBT test to the P&P test. Examinees (n=8,387) took the CBT soon after their P&P tests. Responses from both were used to estimate the conditional distributions of the CBT section scores and the observed Essay scores, given the P&P scores. Projected population distributions were then obtained for the CBT scores and observed Essay scores. Given reference forms for the CBT, the CBT and Essay score distributions were projected to reference-test observed score distributions that then served as the basis for concordance functions. Concordance tables were successfully established between the CBT and the P&P reported score scales for TOEFL. It might be argued that the researchers could have used the study group alone to establish the concordance relationships. However, because of the self-selection of the examinees participating in the study, their P&P score distributions were clearly different from those of the population, and it was determined that more sophisticated methods needed to be employed. (Author/SLD)

ED 431 809 TM 029 929

Baenen, Nancy; Bernholc, Alissa
Kindergarten Initial Assessment Results, Fall 1997 and 1998. Measuring Up: E&R Report No. 99.22.
PUB DATE- 99
NOTE- 20p.; The student record sheet for the assessment contains filled-in type.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Diagnostic Tests; Educational Assessment; Kindergarten; *Kindergarten Children; Primary Education; Questionnaires; School Readiness; *School Readiness Tests; *Screening Tests; Tables (Data)
IDENTIFIERS- *Wake County Public School System NC

In Wake County (North Carolina), kindergarten teachers assess all their entering students with the locally developed Kindergarten Initial Assessment, which includes: (1) an assessment of personal, social, language and literacy, physical, and mathematics skills; (2) an evaluation of print concepts; (3) a visual motor skill index; (4) the Draw-a-Person test; and (5) a screening system designed to help complete the assessment (not all schools). Assessment results indicate that most students entering the county's kindergartens have the skills teachers expect to see. Most children enter with strong readiness skills, but only 6% demonstrate all 41 target skills. Assessment results were similar for both years. Results suggest that Kindergarten Initial Assessment results should continue to be used primarily as a diagnostic tool for teachers and not as a way to assess relative needs across schools. The student record sheet for the assessment is attached. (Contains nine tables.) (SLD) small schools philosophy is a restructuring strategy that is aimed at the disconnection between teacher and student that often comes with the large school. The call for small schools puts the student at the center of the educational enterprise and places parents and communities at the center of school life. The fundamental message of the teacher is that the student can change his or her life. This task is easier in the small school environment. (Contains five references.) (SLD)

ED 431 830 UD 032 973

Probst, Lynette
Transiency and Stability in the Los Angeles Unified School District, 1996-97. Publication No. 710.
PUB DATE- 98
NOTE- 86p.; Contains broken type.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Elementary Secondary Education; *Enrollment; Institutional Characteristics; School Choice; *Student Mobility; Tables (Data); *Transient Children; *Urban Education; Urban Schools
IDENTIFIERS- *Los Angeles Unified School District CA; Population Stability

A report on transiency and stability in the Los Angeles Unified School District (California) has been published for almost 3 decades. "Transiency" refers to the number of students who enter and leave during the school year, and is expressed as a percentage (rate) of the starting enrollment. "Stability" refers to the student population that has remained in school all year, and is also expressed as a percentage of the starting enrollment. The formulas used for computing transiency and stability rates since 1987-88 include interstate transfers, whereas earlier formulas do not. In addition, there are fluctuations in data due to new school programs and school reconfigurations (such as changes from junior highs to middle schools) that should be considered when interpreting the data. As in previous years, information has been gathered from all regular and special education schools and schools of choice. Rankings were computed for each group with a district summary. The data suggest that schools of choice had the highest stability and the lowest transiency rates. Conversely, senior high schools had the highest transiency and lowest stability rates. (Contains 2 figures and 10 tables.) (Author/SLD)

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Adolescents; Behavior Patterns; *Community Programs; Early Parenthood; *Pregnancy; *Prevention; Program Development; Risk; Sexuality; Urban Youth; Youth Problems

Plain Talk is a neighborhood-based initiative aimed at helping adults, parents, and community leaders develop the skills and tools they need to communicate effectively with young people about reducing adolescent sexual risk-taking. Plain Talk was implemented in five urban neighborhoods in: Atlanta (Georgia); San Diego (California): Seattle (Washington); New Orleans (Louisiana); and Hartford (Connecticut). These communities were given resources and tools to develop and implement a plan. All the plans were different, but all held community residents to be central to the decision-making process, and all required residents to reach a consensus about needed actions. All of the plans acknowledged that some youth are sexually active, and all explored the root causes of adolescent sexuality. The programs applied the same five basic components: (1) community mapping; (2) resident networks; (3) education and skills building; (4) reinforcing key messages; and (5) sustaining resident involvement and leadership. The people involved in Plain Talk learned a great deal about implementing successful community-based programs. Some of the important lessons learned in the Plain Talk processes are described. (SLD)

ED 431 852 UD 033 018

Evaluation of the Jobs Initiative: First Annual/Cross-Site Report.
SPONS. AGENCY- Annie E. Casey Foundation, Baltimore, MD.
PUB DATE- 97
NOTE- 92p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Demonstration Programs; *Employment; *Equal Opportunities (Jobs); Financial Support; Job Training; *Low Income Groups; Minority Groups; Planning; Program Development; Program Evaluation; Urban Problems; *Urban Youth

In 1995, the Jobs Initiative, an 8-year, six-site demonstration project, was launched to attempt to improve access to family-supporting jobs for disadvantaged young adults in the inner city. The Jobs Initiative is providing seed money to develop and implement job strategies in six cities: Denver (Colorado); Milwaukee (Wisconsin); New Orleans (Louisiana); Philadelphia (Pennsylvania); St. Louis (Missouri); and Seattle (Washington). The initiative begins with a planning phase, followed by a capacity-building phase and an implementation phase. This report is the executive summary of a report on the accomplishments and challenges of the planning phase across the six sites, roughly the period between November 1995 and March 1997. During the first year of the evaluation, the evaluation team documented baseline conditions at each site, chronicled the planning process, and worked with the sites to articulate their emerging "theories of change." Although the extent of progress varied from site to site, each location was able to make substantive progress in creating an organizational and strategic foundation for its regional initiative. Some of the questions and themes that have emerged during the planning phase are discussed and their potential implications for

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CG - Counseling and Student Services

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EA - Educational Management

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JC - Community Colleges

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JC990363	ED431447
JC990364	ED431448
JC990368	ED431449
JC990369	ED431450
JC990372	ED431451
JC990374	ED431452
JC990375	ED431453
JC990376	ED431454
JC990377	ED431455
JC990378	ED431456
JC990379	ED431457
JC990380	ED431458
JC990381	ED431459
JC990382	ED431460
JC990383	ED431461
JC990384	ED431462
JC990385	ED431463
JC990386	ED431464
JC990388	ED431465
JC990389	ED431466
JC990391	ED431467
JC990392	ED431468
JC990393	ED431469
JC990394	ED431470
JC990395	ED431471
JC990396	ED431472
JC990398	ED431473
JC990399	ED431474
JC990400	ED431475
JC990401	ED431476
JC990402	ED431477
JC990403	ED431478
JC990404	ED431479
JC990405	ED431480
JC990406	ED431481
JC990407	ED431482
JC990408	ED431483
JC990411	ED431484
JC990414	ED431485
JC990415	ED431486

JC990416	ED431487
JC990417	ED431488
JC990422	ED431489
JC990424	ED431490
JC990425	ED431491
JC990426	ED431492
JC990428	ED431493
JC990429	ED431494
JC990430	ED431495
JC990431	ED431496
JC990432	ED431497
JC990433	ED431498
JC990434	ED431499
JC990435	ED431500
JC990436	ED431501
JC990437	ED431502
JC990460	ED431503

PS - Elementary and Early Childhood Education

PS026782	ED431504
PS027238	ED431505//
PS027287	ED431506
PS027288	ED431507
PS027332	ED431508
PS027334	ED431509
PS027448	ED431510
PS027520	ED431511//
PS027546	ED431512
PS027566	ED431513
PS027581	ED431514
PS027588	ED431515
PS027602	ED431516
PS027603	ED431517
PS027606	ED431518
PS027607	ED431519
PS027608	ED431520
PS027618	ED431521//
PS027628	ED431522
PS027631	ED431523
PS027632	ED431524
PS027633	ED431525
PS027636	ED431526
PS027637	ED431527
PS027638	ED431528
PS027642	ED431529
PS027681	ED431530
PS027683	ED431531
PS027688	ED431532
PS027689	ED431533//
PS027690	ED431534
PS027695	ED431535
PS027703	ED431536
PS027707	ED431537
PS027713	ED431538
PS027714	ED431539
PS027723	ED431540
PS027724	ED431541
PS027725	ED431542
PS027728	ED431543
PS027729	ED431544
PS027730	ED431545
PS027731	ED431546
PS027735	ED431547

PS027742	ED431548
PS027745	ED431549
PS027746	ED431550
PS027747	ED431551
PS027750	ED431552
PS027753	ED431553
PS027759	ED431554
PS027763	ED431555
PS027764	ED431556
PS027765	ED431557
PS027772	ED431558
PS027775	ED431559
PS027778	ED431560
PS027780	ED431561

RC - Rural Education and Small Schools

RC021764	ED431562//
RC021817	ED431563//
RC021852	ED431564//
RC021868	ED431565//
RC021882	ED431566
RC021883	ED431567
RC021884	ED431568
RC021885	ED431569
RC021972	ED431570
RC021979	ED431571
RC021980	ED431572
RC022011	ED431573
RC022017	ED431574
RC022022	ED431575
RC022023	ED431576
RC022024	ED431577
RC022025	ED431578
RC022026	ED431579
RC022027	ED431580
RC022028	ED431581
RC022029	ED431582
RC022030	ED431583
RC022031	ED431584
RC022032	ED431585
RC022033	ED431586

SE - Science, Mathematics, and Environmental Education

SE062261	ED431587
SE062440	ED431588
SE062442	ED431589
SE062444	ED431590
SE062451	ED431591
SE062453	ED431592//
SE062483	ED431593
SE062488	ED431594
SE062489	ED431595
SE062490	ED431596
SE062522	ED431597
SE062529	ED431598
SE062530	ED431599
SE062532	ED431600
SE062533	ED431601
SE062534	ED431602
SE062536	ED431603
SE062542	ED431604//
SE062543	ED431605

SE062545	ED431606
SE062554	ED431607
SE062555	ED431608
SE062556	ED431609
SE062558	ED431610
SE062559	ED431611
SE062569	ED431612
SE062583	ED431613
SE062584	ED431614
SE062594	ED431615
SE062596	ED431616
SE062628	ED431617
SE062644	ED431618
SE062645	ED431619
SE062647	ED431620
SE062649	ED431621
SE062652	ED431622
SE062654	ED431623
SE062655	ED431624
SE062659	ED431625
SE062685	ED431626
SE062686	ED431627//
SE062689	ED431628
SE062690	ED431629
SE062694	ED431630
SE062699	ED431631
SE062700	ED431632
SE062702	ED431633
SE062704	ED431634
SE062705	ED431635
SE062896	ED431636
SE062897	ED431637

SO - Social Studies/Social Science Education

SO028923	ED431638
SO029419	ED431639
SO029437	ED431640
SO029629	ED431641//
SO029630	ED431642//
SO029697	ED431643
SO029732	ED431644
SO029736	ED431645
SO029750	ED431646
SO029751	ED431647
SO029754	ED431648
SO029775	ED431649//
SO029797	ED431650//
SO029823	ED431651//
SO029836	ED431652
SO029940	ED431653
SO029949	ED431654
SO029995	ED431655
SO029998	ED431656
SO030528	ED431657//
SO030530	ED431658//
SO030585	ED431659
SO030625	ED431660
SO030637	ED431661
SO030645	ED431662
SO030658	ED431663
SO030659	ED431664
SO030660	ED431665
SO030665	ED431666

S0030698	ED431667
S0030699	ED431668
S0030700	ED431669
S0030701	ED431670
S0030707	ED431671
S0030711	ED431672//
S0030714	ED431673//
S0030727	ED431674
S0030804	ED431675
S0030809	ED431676
S0030813	ED431677
S0030816	ED431678
S0030817	ED431679
S0030818	ED431680
S0030831	ED431681
S0030833	ED431682
S0030836	ED431683
S0030841	ED431684
S0030858	ED431685
S0030859	ED431686
S0030860	ED431687
S0030861	ED431688
S0030869	ED431689
S0030871	ED431690
S0030872	ED431691
S0030878	ED431692
S0030880	ED431693
S0030881	ED431694
S0030882	ED431695
S0030892	ED431696
S0030897	ED431697
S0030898	ED431698
S0030899	ED431699
S0030911	ED431700
S0030912	ED431701
S0030915	ED431702
S0030939	ED431703
S0030942	ED431704
S0030959	ED431705
S0031053	ED431706

SP - Teaching and Teaching Education

SP038431	ED431707
SP038545	ED431708
SP038564	ED431709
SP038565	ED431710//
SP038566	ED431711
SP038567	ED431712
SP038569	ED431713
SP038571	ED431714
SP038572	ED431715
SP038573	ED431716
SP038575	ED431717
SP038576	ED431718
SP038577	ED431719
SP038578	ED431720
SP038579	ED431721
SP038580	ED431722//
SP038583	ED431723
SP038584	ED431724//
SP038585	ED431725//
SP038586	ED431726
SP038587	ED431727

SP038589	ED431728
SP038590	ED431729
SP038591	ED431730
SP038592	ED431731
SP038593	ED431732
SP038594	ED431733
SP038595	ED431734
SP038596	ED431735
SP038601	ED431736
SP038602	ED431737
SP038603	ED431738
SP038604	ED431739
SP038605	ED431740
SP038606	ED431741
SP038607	ED431742
SP038608	ED431743
SP038610	ED431744
SP038611	ED431745
SP038613	ED431746
SP038614	ED431747//
SP038615	ED431748
SP038616	ED431749
SP038617	ED431750
SP038618	ED431751
SP038619	ED431752
SP038620	ED431753
SP038621	ED431754
SP038622	ED431755
SP038623	ED431756
SP038624	ED431757
SP038626	ED431758
SP038627	ED431759
SP038628	ED431760
SP038629	ED431761
SP038630	ED431762
SP038631	ED431763//
SP038632	ED431764
SP038633	ED431765
SP038634	ED431766
SP038635	ED431767
SP038637	ED431768
SP038638	ED431769//
SP038639	ED431770
SP038640	ED431771
SP038641	ED431772
SP038642	ED431773//

TM - Assessment and Evaluation

TM029250	ED431774
TM029607	ED431775//
TM029608	ED431776//
TM029609	ED431777//
TM029611	ED431778//
TM029613	ED431779//
TM029624	ED431780//
TM029831	ED431781//
TM029832	ED431782//
TM029833	ED431783//
TM029864	ED431784
TM029870	ED431785
TM029871	ED431786
TM029872	ED431787
TM029873	ED431788

TM029874	ED431789
TM029875	ED431790
TM029876	ED431791
TM029878	ED431792
TM029879	ED431793
TM029880	ED431794
TM029881	ED431795
TM029882	ED431796
TM029883	ED431797
TM029884	ED431798
TM029885	ED431799
TM029886	ED431800
TM029887	ED431801
TM029888	ED431802
TM029889	ED431803
TM029891	ED431804
TM029892	ED431805
TM029893	ED431806
TM029926	ED431807
TM029927	ED431808
TM029929	ED431809
TM029930	ED431810
TM029931	ED431811
TM029932	ED431812
TM029933	ED431813
TM029934	ED431814
TM029935	ED431815
TM029972	ED431816//
TM029973	ED431817//
TM029974	ED431818//
TM029975	ED431819
TM030000	ED431820
TM030063	ED431821
TM030064	ED431822
TM030075	ED431823
TM030087	ED431824

UD - Urban Education

UD032968	ED431825
UD032969	ED431826
UD032970	ED431827
UD032971	ED431828
UD032972	ED431829
UD032973	ED431830
UD032974	ED431831
UD032975	ED431832
UD032995	ED431833
UD032996	ED431834
UD032997	ED431835
UD032998	ED431836//
UD032999	ED431837
UD033000	ED431838
UD033001	ED431839
UD033002	ED431840
UD033003	ED431841